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ABSTRACT

Nanagusja is a Tsuut'ina (Sarcee) language development program composed of 10 video programs, a teacher's guide, and a unit plan book. The unit plan book, presented here, includes 10 units with 12 to 15 lessons each. Each unit begins with notes to the teacher and a Unit Overview Chart to be used to plan activities for each class. The teacher must adapt the chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly than others. Each unit includes themes, dialogues, games, poems, and activities for daily routines, reading and writing, total physical response, and evaluation. Teachers are encouraged to speak Tsuut'ina as much as possible in the classroom and to engage in daily activities that will help students gain comfort with Tsuut'ina sounds, build their vocabulary base, learn Tsuut'ina grammar, develop literacy in Tsuut'ina, learn about the culture, and keep them motivated. (KFT/JLR)

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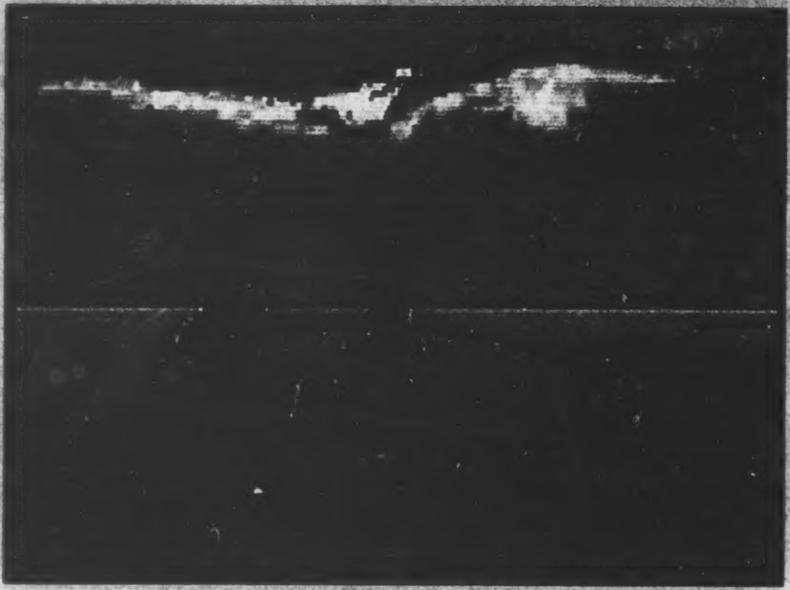
Nanagusja



A Tsuut'ina (Sarcee) Language Development Program

Unit Plan Book
Units One to Ten

FL 024590

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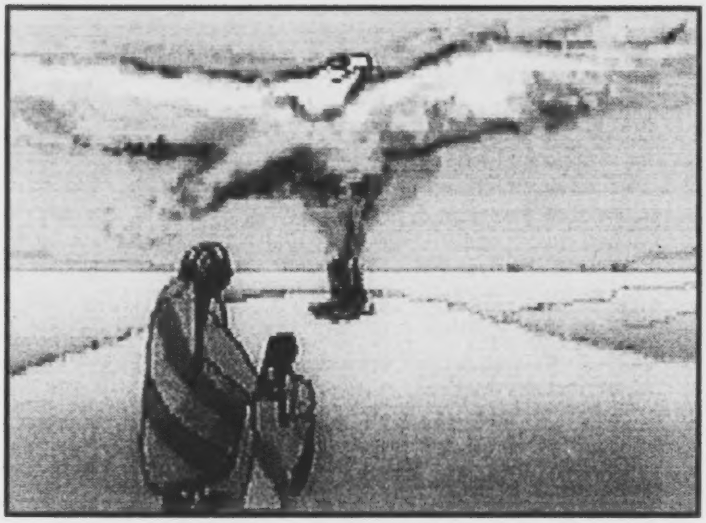
Nanagusja



A Tsuut'ina (Sarcee) Language Development Program

Unit Plan Book
Units One to Ten

Calgary Roman Catholic Separate School District #1

The standardization of Tsuut'ina orthography is in its initial stages. Different styles of usage, pronunciation and spelling may be reflected in this document.

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Nanagusja
Nanagusja: a Tsuut'ina (Sarcee) language development program
Unit Plan Book
Calgary Roman Catholic Separate School District #1
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Parents	
General Public	
Other	

1. Sarcee language—Study and teaching—Alberta

2. Sarcee language—Curricula

   I. Title
   II. Alberta, Alberta Education

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Note: Nanagusja is a Tsuut'ina (Sarcee) language development program consisting of teacher and student materials. It is composed of ten videoprograms, a teacher's guide and a unit plan book.

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Nanagusja

Unit One

A Tsuut'ina (Sarcee) Language Development Program

Notes to the Teacher

1. This unit may take four weeks to complete.
2. Show all or some parts of the videotape everyday.
3. Speak Tsuut'ina as much as possible in the classroom, especially when giving instructions.
4. Try to do some activity daily to help the students gain **comfort with the sounds** (pronunciation) of the Tsuut'ina language. Choose from:
    - rhythm poems
    - listening activities
    - a game
    - another activity that may be useful and of interest to the students.
5. Try to do some activity daily to develop a **vocabulary base**. Choose from:
    - using gestures to teach new words
    - getting students to respond at the **comprehension stage**
    - dialogue scene
    - teaching students strategies which help them learn a second language
    - total physical response
    - story/legend
    - key words
    - daily routine
    - watching the video
    - another activity that may be useful and of interest to the students.
6. Do the **dialogue scene** every class. Follow the proposed methodology by either learning the scene, dramatizing it, deriving the grammar from it, extending it, etc.
7. Try to do some activity daily to help the students to **review and practice** vocabulary and phrases. Choose from:
    - daily routine
    - riddles
    - games
    - concrete poems
    - total physical response
    - problem solving
    - cryptic message
    - gameboards
    - story models
    - dialogue scene – sequencing step
    - dialogue scene – dramatization
    - another activity that may be useful and of interest to the students.
8. Do some activity daily to help the students learn about the structure **(grammar)** of the Tsuut'ina language and apply it in new contexts. Choose from:
    - dialogue scene – transpositions or explanations
    - games
    - daily routine
    - another activity you think is useful and of interest to the students.
9. Do some activity daily to **motivate** the students by providing an enjoyable variety of activities to ensure a strong sense of success. Choose from:
    - legends/culture
    - humor in the audio-visual shows
    - crafts
    - visits from elders
    - illustrations of concrete poems
    - dialogue scene – improvisation
    - another activity.

10. As the studens are ready, do some activity daily to help them pass through the four phases of **literacy development**. Choose from:

    - cryptic messages
    - gameboards
    - language experience charts
    - story models
    - key words
    - missing letter activity sheets
    - word – picture
    - true – false activity sheets
    - sentence completion activity sheets
    - crossword – word game activity sheets
    - personalized activity sheets
    - decoding
    - biographical bingo
    - dialogue scene – dialogue cards
    - dialogue scene – dialogue book
    - dialogue scene – dialogue strips
    - another activity that may be useful and of interest to the students.

11. Do some activity daily to help the students gain exposure to situations of **cultural value** and significance to their identity and self esteem. Choose from:

    - legends
    - cultural activities
    - visits from elders
    - dialogue
    - visuals of the AV programs
    - another activity

12. As often as possible, and especially towards the end of each unit, try to give the students **on-going feedback** as to their progress. They may also offer you input into the program as they would like it. Choose from:

    - true-false tests
    - listening comprehension tests
    - sequencing tests
    - application of dialogue activities
    - recitation of dialogue activities
    - reading-writing activity sheets
    - self-assessments
    - observation checklists
    - attitudinal checklists
    - dialogue scene – testing for comprehension
    - another activity you can think of

13. Bring in props so the students will be motivated to dramatize the dialogue. They may also wish to provide these props.

14. For lesson plan suggestions, refer to the sample lesson plan in the Teacher's Guide.

15. The students will learn the months of the year by being asked to repeat the current month and review previous months during each class. They will do the same for days of the week, the seasons, and the weather.

16. The teacher may wish to introduce additional games, written activity sheets or role plays.

17. This unit is considered a **skeleton,** a minimum requirement of activities. The teacher can add or substitute activities as desired. It is highly recommended that new choices be made on the basis of the needs of the students to practice pronunciation, learn new vocabulary, review and practice language in a variety of contexts, learn the structure of the language (grammar), be motivated, develop literacy skills, gain cultural knowledge, and be provided with meaningful feedback and evaluation.

No resource can take the place of the teacher. The teacher's responsibility includes pacing the lesson (going faster or slower as required), selecting activities daily, keeping students motivated, and assessing their needs, abilities and interests.

Notes to the Teacher

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

To become more familiar with planning lessons and the methodology used in Nanagusja, consult the following sections of the Teacher's Guide:

- Methodology
- Guidelines for Planning

A duplicating master for the Unit Overview Chart follows. Use a copy of this chart in planning lessons for each of the ten units in the *Nanagusja* resource.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

🗐	This icon means duplicating master.
🔑	This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

Sample: Completed Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems
1.	✓	✓	✓	1		Dramatize
2.	✓	✓	✓	2		Counting
3.	✓	✓	✓	2		Both
4.	✓	✓	✓	3		Make up
5.	✓	✓	✓	3	Charades	All
6.	✓	✓	✓	4	Simon Says	All
7.	✓	✓	Dramatize	4	Charades	
8.	✓	✓	✓		Simon Says	
9.	✓	✓	✓		Charades	
10.		✓	✓		Simon Says	
11.		✓				
12.		✓				
13.						
14.						
15.						

CONTENT OVERVIEW

Unit 1: Jessie Visits Uncle and Aunt

Themes

New

1. Greetings
2. Counting
3. Animals

Review

Objectives

Upon completion of this unit the students will be able to:

1. Count from one to three.
2. Role play situations in which they are greeting people.
3. Name characters in the video.
4. Sequence dialogue cards.
5. Draw words for concrete poems.
6. Actively participate in games of Simon Says, Charades and others.

Daily Routine

Indian Prayer

Ɂayaho Ɂitoo diyi nisk`aagulagi naxoghanit'a
Diyi dzinisi guja nihila tł`agha ts`id-gu.
Daata Ɂach`igunaazha diyi ts`idonaka guja
Tsuut'ina guja guginaxagu diyi ts`idonaka.
Diyi nihigunaxa duɁiduwah-gu. Ɂitoo
naxoghanit'a.

Creator of this land you created, let us have a good day till nightfall
For we do not know very much.
Let these young children learn to speak our language
So our language will survive.
Have pity on us Ɂayaho.

Greetings

Attendance

Weather

Calendar – **Month**
– **Day**
– **Numbers**
– **Season**

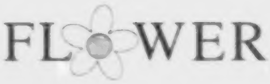
Concrete Poems

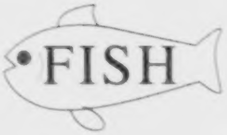
1. Ask the students to draw a concrete poem of a:

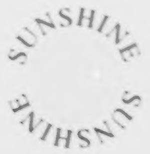
   Ɂistłi (horse)

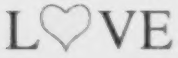
2. Display their drawings in the classroom.

   Examples:









Dialogue

A. Script: Jessie Visits Uncle and Aunt

Mother/Father:
<u>Jisi naniya.</u>
(Jessie is here.)

Ron:
Jisi naniya.
(Jessie is here.)

ilaana:
Jisi naniya.
(Jessie is here.)

Jisi:
Danit'ada.
(How are you?)

Mother:
Danit'ada.
(How are you?)

Jisi:
Guja.
(Fine)

Father:
Guja ʔila.
(Are you all right?)

Jisi:
ʔoo, guja.
(Yes, fine)

ʔilaana:
Guja, naniyaala.
(Did you arrive OK?)

Jisi:
ʔoo, nanisha.
(Yes, I arrived.)

Ron:
Gunistłi, naniya!
(I'm glad you came!)

Jisi:
ʔoo, sini ju!
(Yes, me too!)

ʔilaana:
Doosdiiya!
(Come here!)

Jisi:
ʔistłi magunilini!
(What a beautiful horse!)

B. Explanation Activities

1. Ask a student to leave the classroom. When he or she comes in, all of the others say: "________________ naniya". Do this until five or six of the students have had a turn.
2. Ask the students to greet one another: "Danit'ada! Danit'ada! Guja! Guja!" ("How are you? How are you? Fine. Fine.")
3. Bring a suitcase from home. Ask one student to enter the classroom with the suitcase. Have the other students greet him or her and then ask how the trip went.
4. The teacher calls a student to him or her: "Doosdiya", then gives the student a sheet of paper to draw a concrete poem.

Props for Dramatization

– Picture of a horse
– Suitcase

Alphabet	Grammar
b	buus - cat
m	misi - owl
w	winiga - flying

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Rhythm Poems

Slap - Clap Beat

1. Danit'ada. (How are you?)
   Guja. (Fine.)
   Danit'ada.
   Guja.

2. taak'i (three)
   ʔatłik'a a (one)
   ʔakiyi (two)
   taak'i, ʔatłik'aa, ʔakiyi

Total Physical Response

Teacher Says	**Students do the following**
Conversation	**Pretend to**
Doosdiiya. (Come here.)	motion to come
Danit'ada. (How are you?)	greet the visitor
Guja. (I'm fine.)	respond to the visitor
Numbers	**Hold up**
taak'i	three fingers
ʔatłik'aa	one finger
ʔakiyi	two fingers

Games

Charades

The teacher acts out the following actions while the students guess what she is doing. Eventually the students could also be the actors:

Numbers	**Hold Up**
ʔatłik'aa	one finger or object
ʔakiyi	two fingers or two of the same object
taak'i	three fingers or three of the same object

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- Teacher acts as SIMON. Students have picture props on their desk.
- Teacher calls out in Tsuut'ina "SIMON SAYS SHOW ME YOUR ____________."
- Students point to that item.
- When the teacher gives a command without saying "SIMON SAYS", students should not do it. If they do, they are out.
- The game continues until only one person is left or the teacher ends the game.
- With more able students, a student can be chosen to be SIMON.
- One person is selected IT and goes to the middle of the circle.

Culture

Four Sacred Items

Four sacred items that always accompany each ceremony are the **Pipe**, **Sweet Grass**, the **Sacred Red Paint** and **Sage**. Honor, respect, sacredness, and all that is good is symbolized in the Pipe. Its purpose is to cleanse the body and mind of the Bad Spirit surrounding the smoker's universe. Sweet Grass and Sage are used as a personal blessing during ceremonies, and especially for a safe journey. The burning of the Sweet Grass symbolizes respect for the Creator. Sacred Red Paint is used on the face and body, and all sacred objects that are associated with special ceremonies. It symbolizes that what is taken from Mother Earth must also be returned to Her. These four elements are essential in each ceremony, and could be used separately when praying either in the morning or at night. They are also used for the Feast.

Feast for Fall

The Feast for Fall is held in the autumn when the leaves are changing. The spiritual leader first prays with the Pipe. When the prayers are finished, all of the food (e.g. tobacco, berries, dried meat) is smudged with Sweet Grass. The spiritual leader then appoints one person to take a portion of this food and tobacco to offer back to Mother Nature. The spot chosen for this offering must be clean and uncontaminated by people. The women prepare the food and four helpers, usually the men, serve it. The four helpers signify the four directions, the four winds and the four seasons.

This whole ceremony is conducted in a circle called the Circle of Life.

The Dance

Intertribal Dance

The intertribal dance involves women, men and children. This is a fun dance where everyone including the Traditional Dancers, the Fancy Dancers, the Shawl Dancers, the Jingle Dress Dancers and the Grass Dancers can take part and enjoy themselves. It is danced to a one-two beat.

Craft

Choose a craft from the craft box.

Reading Activities

Story Models

The teacher writes a phrase on the board such as:

Danit'ada? (How are you?)
Guja. (I'm fine.)

and explains its meaning in Tsuut'ina (using actions and diagrams, if necessary).

The teacher then invites the students to draw pictures illustrating the meaning. (These can be posted on a bulletin board.) The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write and illustrate as many sentences as they can. These illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

The teacher discusses who might ask the question and who might answer it. The students could draw cartoon-like characters with these words in bubble captions. For example, Garfield could ask and Dagwood could answer. Do not show them the English text!

Evaluation

Yes–No:

Use the Happy Face sheet provided on the next page (or the one provided in the Additional Duplicating Masters section).

1. Write #3 on board and say "2" in Tsuut'ina. – False
2. Write #1 on board and say "1". – True
3. Write #3 on board and say "3". – True
4. Hold up a picture of a horse and say "horse". –True
5. Point to a student and say "Jisi naniya". – False
6. Nod your head no and say "ʔoo". – False

Listening Comprehension

Use the Happy Face sheet provided for the following exercise. Students draw in the ʔoo face (yes/true) or the cha (no/false) face as appropriate.

1. Say 2 words – the same.
2. Say 2 words – the same.
3. Say 2 words – different.
4. Say 2 words – the same.
5. Say 2 words – different.
6. Say 2 words – the same.

Another Type Of True-False Test

Each student receives a card. One side says "ʔoo" ("Yes" in Tsuut'ina), the other says "Cha" ("No"). The teacher makes a comment in Tsuut'ina and the students confirm it to be right or wrong.

For example,

Teacher says: Grandfather is a man.
Students show card/say: "ʔoo"

Teacher says: A dog has six legs.
Students show card/say: "Cha".

This can also be done with the happy face sheets (in the Duplicating Masters). After the teacher says the phrase, the students draw a 'smile' for "ʔoo" and a 'frown' for "Cha".

Recite Dialogue

Ask several students to dramatize the dialogue.

16

Name: ______________________ Grade: __________

Unit: __________

Missing Letter or Word Search

Fill in the missing letters.

1. ʔ_st_i
2. __tłi_’aa
3. ʔa__yi
4. _aak’_

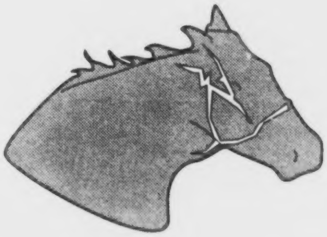
Name: ______________________

Grade: ____________

Unit: ____________

Fill in the Missing Letters

1.



ʔi ___ ___ ___ i

2.

2

ʔa ___ ___ yi

3.

1

ʔat ___ i ___ 'aa

4.

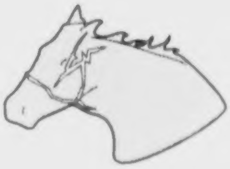
3

___ aak' ___

Name: ______________________ **Grade:** __________

Unit: __________

Match the Word With its Meaning

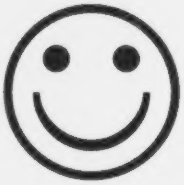
1	taak’i
2	ʔistłi
3	ʔakiyi
	ʔatłik’aa

Name: ______________________ Grade: __________

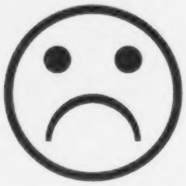
Unit: __________

The Happy Face Sheet

?OO (YES/TRUE)



CHA (NO/FALSE)



1.

4.

2.

5.

3.

6.

Name: ____________________ Grade: __________

Unit: __________

Observation Checklist

A Always B Sometimes N Not usually

Name: ____________________

Enjoys:	1	2	3	4	5	6	7	8
Date								
Dialogue								
Echo Acting								
Rhythm Songs								
Language & Concept Development Story								
Fiction Songs								
Riddles								
Games								
Reading								
Total Physical Response								
Daily Routine								
Cryptic Messages								
Language Experience Chart								
Sentence Strips								

Name: ______________________ Grade: __________

Unit: __________

Observation Checklist

A Always **B** Sometimes **N** Not usually

Name: ______________________

Participates:

	1	2	3	4	5	6	7	8
Date								
Dialogue								
Echo Acting								
Rhythm Songs								
Language & Concept Development Story								
Action Songs								
Riddles								
Games								
Reading								
Total Physical Response								
Daily Routine								
Cryptic Messages								
Language Experience Chart								
Sentence Strips								

Name: ______________________ **Grade:** __________

Unit: __________

Self-Evaluation

Technique

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. ______________________

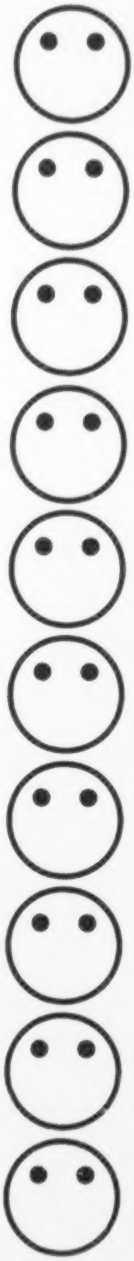
6. ______________________

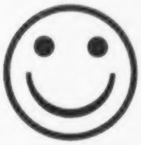
7. ______________________

8. ______________________

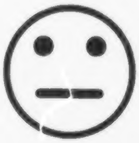
9. ______________________

10. ______________________

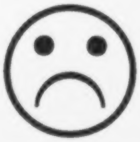




I learned a lot.
(I tried hard.)



I learned some.
(I tried sometimes.)



I didn't learn.
(I must try harder.)

Name: ______________________ Grade: __________

Unit: __________

Feed Back for Unit One

How did you enjoy the following? (Circle One)

Videotape	☺	😐	☹
Dialogue Scene	☺	😐	☹
Games	☺	😐	☹
Total Physical Response	☺	😐	☹
Rhythm Poems	☺	😐	☹
Written Activities	☺	😐	☹
Concrete Poems	☺	😐	☹
Cultural Activities	☺	😐	☹

Other Comments:

____

____

____

____

UNIT 1 – SCRIPT

AUDIO	VISUAL	TIME
SCENE ONE		
Song or Chant	**Logo (Nanagusja)**	**0:15**
SCENE TWO (outdoors)		**1:00**
SFX: Footsteps walking on gravel	**Slide 1** A medium-sized suitcase in a girl's hand. (We want the audience to wonder who is holding it!)	
Mother/Father: **Jisi naniya.** (Jessie is here.)	**Slide 2** A 13 year-old girl dressed in blue jeans and runners is walking, holding the suitcase.	
Ron: **Jisi naniya.** (Jessie is here.)		
ʔilaana: **Jisi naniya.** (Jessie is here.)		
Jisi: **Danit'ada.** (How are you?)	**Slide 3** Jessie is coming up the path to the house. She is speaking. The family of four is standing in the doorway in the background.	
SFX: Birds chirping		
Mother: **Danit'ada.** (How are you?)	**Slide 4** Mother and Jessie hugging each other.	
Jisi: **Guja.** (Fine)		
Father: **Guja ʔila.** (Are you all right?)	**Slide 5** Father and Jessie hugging each other.	
Jisi: **ʔoo, guja.** (Yes, fine)		

AUDIO	VISUAL	TIME
ʔilaana: **Guja, naniyaala.** (Did you arrive OK?)	**Slide 6** Alana and Jessie hugging each other.	
Jessie: **ʔoo, nanisha.** (Yes, I arrived.)		
Ron: **Gunistłi, naniya!** (I'm glad you came!)	**Slide 7** Ron and Jessie hugging each other.	
Jisi: **ʔoo, sini ju!** (Yes, me too!)		
ʔilaana: **Doosdiiya!** (Come here!)	**Slide 8** Alana is motioning to the viewer with her hand to follow her. She is very excited to show something.	
Jisi: **ʔistłi magunilini!** (What a beautiful horse!)	**Slide 9** Alana and Jessie are petting the mane and muzzle of a horse.	
SFX: A horse neighing		
SCENE THREE		**1:00**
	Logo: Animated letters greeting each other.	
Mother: **Danit'ada.** (How are you?)	**Slide 10** Word in Tsuut'ina (in color on another colored background)	
ʔilaana: **Guja.** (I'm fine.)	**Slide 11** Word in Tsuut'ina	
Father: **Gujaala.** (Are you all right?)	**Slide 12** Word in Tsuut'ina	
Jisi: **ʔoo!** (Yes!)	**Slide 13** Word in Tsuut'ina	

AUDIO	VISUAL	TIME
ʔilaana: **Guja naniyaala.** (Did you arrive all right?)	**Slide 14** Word in Tsuut'ina	
Ron: **Gunistłi, naniyaa.** I'm glad (because you came).	**Slide 15**	
SCENE FOUR		0:30
	Logo: Animated numbers	
Ron: **ʔatłik'aa.** (One.)	**Slide 16** One horse grazing	
Ron: **ʔakiyi.** (Two.)	**Slide 17** Two horses in field (Same one as in Slide 16.)	
Ron: **Taak'i.** (Three.)	**Slide 18** Three horses drinking water (Same two as in Slide 17.)	
Ron: **ʔatłik'aa, ÷akiyi, taak'i.** (One, Two, Three.) (With authority)	**Slide 19** Same horses as in Slide 18. Horses are mounted by riders, who are wearing numbers on their arms or chests, and lined up to race.	
Ron: **ʔuwa!** (Go!)	**Slide 20** Same horses as in Slide 19 with riders. The horses are spaced in a gallop. Facial expressions on riders show that they are racing!	
SCENE FIVE		0:25
SFX: Laughing mask	**Slide 21** **Logo:** Indian mask	
ʔilaana's Voice: **Danit'ada.** (How are you?)	**Slide 22** Left moccasin with face painted/pinned on it	

AUDIO	VISUAL	TIME
Jessie's Voice: **Guja.** (Fine.)	**Slide 23** Right moccasin with face painted/pinned on it	
Ron's Voice: **ʔatłik'aa, ʔakiyi, taak'i, ʔuwa!** (One, two, three, GO!!)	**Slide 24** The two moccasins take off in a race.	
SCENE SIX		**0:25**
Mother's Voice: **Guja naniyaala.** (Did you arrive all right?)	**Slide 25** A personified bridle	
Father's Voice: **ʔoo, Gunistłi, naniyaa.** (Yes. I'm glad because you came.)	**Slide 26** A personified saddle	
Father's and Mother's Voices: **ʔistłi magunilini!** (What a beautiful horse!)	**Slide 27** Saddle has put his "arm" around the bridle .	
Father's and Mother's Voices: **ʔoo, ʔistłi magunili!** (What a beautiful horse!)	**Slide 28** Graphic of Butch, a starving ugly swayback horse.	
SCENE SEVEN		**0:25**
SFX: A tree cracking and hitting the ground	**Slide 29** A beaver puppet in foreground. Background has two fir trees standing and the stump of a third tree (which has fallen).	
Ron's Voice: **ʔatłik'aa.** (One.)		
SFX: A tree cracking and hitting the ground	**Slide 30** Same as Slide 29 – except two trees have now fallen, one is still standing.	
Ron's Voice: **ʔak'iyi** (Two.)		

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AUDIO	VISUAL	TIME
SCENE SEVEN		
SFX: A tree cracking and hitting the ground	**Slide 31** Same as Slide 29 – except three trees have now fallen, the three stumps are also showing (as if gnawed by a beaver).	
Ron's Voice: **Taak'i.** (Three.)		
SFX: Chomping	**Slide 32** Beaver has big cheeks as if he has a full mouth. Teeth showing as if chomping.	
Ron's Voice: **Magunili.** (That's good.)		
SCENE EIGHT		**0:30**
Mother: **ʔinoo ʔistłina.** (I'm your Mother.)	**Slide 33** Mother is smiling.	
Father: **ʔitoo ʔistłina.** (I'm your Father.)	**Slide 34** Father is smiling.	
ʔilaana: **ʔilaana ʔistłina.** (I'm Alana.)	**Slide 35** Alana is smiling.	
Ron: **Ron ʔistłina.** (I'm Ron.)	**Slide 36** Ron is smiling.	
Jessie: **Jisi ʔistłina.** (I'm Jessie.)	**Slide 37** Jessie is smiling.	
Deep male voice: **Buchi ʔistłina !** (I'm Butch!)	**Slide 38** Caricatured swayback horse	

AUDIO	VISUAL	TIME
SCENE NINE **Father; Mother; ʔilaana; Ron; Jisi; Deep male voice:** **Nanadaayiitsoni!** (See you again!)	**Slide 39** A "family" shot including Butch, all are waving good-bye.	**0:10**
SCENE TEN **Theme music** (Closing)	**Logo #1** (Closing)	**0:15**

Name: ____________________ Grade: __________

Unit: __________

Missing Letter or Word Search

Fill in the missing letters.

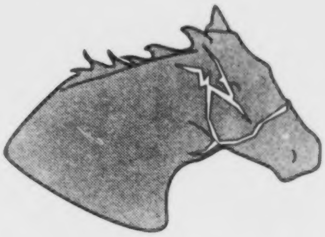
1. ʔ**i**st**ł**i
2. **ʔa**tłi**k**’aa
3. ʔa**ki**yi
4. **t**aak’**i**

Name: ______________________ **Grade:** __________

Unit: __________

Fill in the Missing Letters

1.



ʔistłi

2.

2

ʔakiyi

3.

1

ʔatłik'aa

4.

3

taak'i

Name: ______________________ Grade: __________

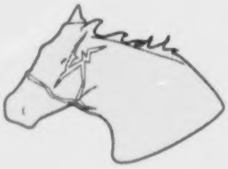
Unit: __________

Match the Word With its Meaning

1 taak'i

2 ʔistłi

3 ʔakiyi


ʔatłik'aa

Nanagusja

Unit Two

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

🗐 This icon means duplicating master.

🔑 This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

CONTENT OVERVIEW

Unit 2: Morning Routine

Themes

New

1. Morning Routine – Grooming
2. Family
3. Red

Review

4. Greetings
5. Counting
6. Animals

Objectives

By completion of this unit the students will be able to:

1. Count from one to five.
2. Say and understand "red".
3. Role play situations in which they are grooming themselves.
4. Name family members.
5. Name five things which can be "red".
6. Know and say the names of two months.
7. Say at least two days of the week.
8. Say at least two weather phrases.
9. Recite dialogue from memory.
10. Sequence dialogue cards (print form).
11. Draw one to three words as concrete poems.
12. Actively participate in games.

Daily Routine

Indian Prayer

Ɂayaho ɂitoo diyi nisk’aagulagi naxoghanit’a
Diyi dzinisi guja nihila tł’agha ts’id-gu.
Daata ɂach’igunaazha diyi ts’idonaka guja
Tsuut’ina guja guginaxagu diyi ts’idonaka.
Diyi nihigunaxa duɂiduwah-gu. Ɂitoo
naxoghanit’a.

Creator of this land you created, let us have a
good day till nightfall
For we do not know very much.
Let these young children learn to speak our
language
So our language will survive.
Have pity on us. Ɂayaho.

Greetings

Danit’ada.

Attendance

What vocabulary/themes to review:

Nouns

Ask students to name somthing "red" when you call their name for attendance.

Weather

Ask students during each class: "What is the weather like?" Teach them the answer appropriate to the day: "It is sunny." "It is warm." "It is cloudy." "It is raining." "It is cool."

Calendar

Months: September, October
Days: Two days of the week
Numbers: One to five
Season: Summer

Concrete Poems

Ask the students to draw a concrete poem of one of the following and display their work on a bulletin board:

rabbit	nitł'odogha
coat	k'iyiji
mouth	mizo
berry	jija
hair	ʔitsagha
apple	diiyali

Dialogue

A. Script: Morning Routine

ʔilaana:
La,la,la
(Singing)

Mother:
Nitsagha nanisgas.
(Go comb your hair.)

Ron:
Sidinaa! Siniist'aa.
(Hurry up! It's my turn.)

ʔilaana:
Sitsagha nanisgasaa.
(I'm combing my hair.)

Ron:
Sidina siniist'aa.
(Hurry up! It's my turn.)

Mother:
Dunazits'i.
(Keep quiet.)

Ron:
Siniist'aa.
(It's my turn.)

Mother:
ʔuwaala.
(Are you ready?)

Jisi:
Siniju sitsaaha nanisgas yinisin!
(I need to comb my hair too!)

Mother:
ʔuwa.
(We're all ready.)

Father:
ʔuwana
(Let's go!)

Ron:
Nuwi ʔisu ʔuwa ʔisagha.
(There's Grandmother and Grandfather.)

Ron:
Sidzanaghazud.
(I'm hungry.)

Grandmother:
Kuniiya! Kuniiya!
(Come in! Come in!)

B. Explanation Activities

1. Review "_______naniya" by asking "Where is _______?". The students can respond or they could ask one another the question.
2. Ask the students to pretend they are meeting at different places to practice greetings:
    - at school
    - at a rodeo
    - at a mall
    - at a baseball game
3. Bring in a suitcase and have the students practice greeting one another after a trip.

4. Bring in a doll with messy hair. Take a comb and say "sitsagha nanisgasa". Pretend you have a knot in your hair and say "Sitsagha nanisgasa" (I'm combing my hair.). Divide the students into pairs. One says "Nitsagha nanisga" (Go comb your hair.). The other combs his or her hair and says "Sitsagha nanisgasa".

5. Ask one student to leave the classroom. All the others should be noisy. When the student returns to the classroom he or she says "Dunazits'i" (Keep quiet). Practice several times.

6. The students work in pairs. One mimes that he or she is doing something. The other is in a hurry and repeats "sidinaa". Finally the first one says "ʔuwa" (I'm ready) and the other says "ʔuwana" (Let's go). Practice this so all students have a turn.

7. Practice greeting guests who arrive at the house "Danit'ada." (How are you?), "Guja." (I'm fine. Thank you.), "Guja, naniyaala." (Did you arrive okay?), "Kuniiya." (Come here.), "Sidzanaghazud." (I'm hungry.)

8. The students work in pairs as two sisters (or brothers) in a hurry to get ready for school in the morning. Do the skit in Tsuut'ina only.

9. Ask the students to make up a skit using "Sinist'aa" (It's my turn.).

10. On the days you review "diik'aas" (red) try to bring in clothes or jewellery with red in them.

Props for Dramatization

- Comb
- Puppet or doll with messy hair
- Shawl for Grandmother

Alphabet	**Grammar**
d	diyi (this, these)
ts'	ts'izusi (orange)
j	jija (berry)

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

ʔoo.	(Teacher nods head Yes.)
Sisagha nanisgasa.	(Teacher combs his or her hair.)
Dunazits'i.	(Teacher puts finger to mouth, "Keep quiet.")
ʔuwana.	(Teacher beckons, "Let's go.")
Sidzanaghazud.	(Teacher holds stomach.)
Kuniya.	(Teacher motions, "Come in.")
Sidinaa.	(Teacher motions to hurry up and looks at watch.)
Sini tadistsił.	(Teacher pretends to wash his or her face)
Sik'iyija doghasʔi.	(Teacher pretends to put on his or her coat.)

Number Comprehension Relay

Materials

- Two to four groups of students with equal number of members per group
- Blackboard and chalk eraser for each group

Method

- The students line up at a set distance from the blackboard.
- The teacher calls out a number in Tsuut'ina from one to ten and one member from each team runs to the blackboard, writes the number on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.
- The team that completes the task first wins.

Number Recognition Relay

Materials

- Two to four groups of students with equal number of members per group
- Blackboard
- Eraser
- A set of numbers randomly placed on the blackboard from one to ten, for each team

Method

- The students line up at a set distance from the blackboard.
- The teacher calls out a number and one member from each team runs to the blackboard, erases the digit called by the teacher, runs back to the next team player, passes him or her the brush and moves to the back of the line.
- The relay continues.
- Once the teacher determines which team erased the number first, that team gets a point.
- The team that completes the task first wins.
- In order to encourage more cooperative learning, the students could be told that if they play this game ten times in a row and every player gets the correct answer, whether or not he erases it first, the whole class wins a prize.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. The students have picture props on their desk.
- The teacher calls out "SIMON SAYS, SHOW ME YOUR ______."
- The students point to that item.
- When the teacher gives a command without saying SIMON SAYS, the students should not do it. If they do, they are out.
- The game continues until only one person is left or the teacher ends the game.
- With more able students, a student can be SIMON.

Communicative Competency

These are the skits suggested in "explanation" of Dialogue. The students work in pairs and use only Tsuut'ina to act out the following situations:

1. Greeting someone at an event (students choose the event)

2. Greeting guests at your home
3. Getting ready to go out (to school, a dance, a game, etc.)
4. Being in a hurry
5. Taking turns doing something
6. Being someplace where it is noisy

Rhythm Poems

Slap - Clap Beat

Sini tadistsił.	I'm washing my face.
Sitsagha nanisgasa.	I'm combing my hair.
Sik'iyija doghasʔi.	I'm putting my jacket on.
ʔuwana.	Let's go.

Kuniya.	Come in.
Dunazits'i	Keep quiet.

Diyi diik'aas.	This is red. (Repeat this four times.)

ʔitsagha	hair
sini	my face
mizo	mouth
ʔitsagha	hair
sini	my face
mizo	mouth

Danit'ada.	How are you?
Guja.	I'm fine. Thank you.
Danit'ada	How are you?
Guja.	I'm fine. Thank you.
Nanadaayiitsoni.	See you again.

Total Physical Response

Teacher Says	**Students do the following**
Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	open door and enter
Sidinaa. (Hurry up.)	move quickly on the spot
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nanadaayiitsoni. (See you later.)	wave good-bye
Show Me	**Point to**
Mizo. (Show me your mouth.)	mouth
Hygiene Instructions	**Pretend to**
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face)	wash face
Colors	**Point to/touch something**
Diyi diik'aas. (This is red.)	red

Culture

Refer to Unit 1, Culture.

Reading/Writing

Story Models

The teacher writes the following phrase on the board and explains the meaning in Tsuut’ina (using actions and diagrams, if necessary). The teacher invites the students to draw pictures which illustrates the phrase. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text!

Sidina sinist’a.	(Hurry up. It’s my turn.)
Sitsagha nanisgasa.	(I’m combing my hair.)
Siniju sitsagha nanisgas yinisn.	(I need to comb my hair, too.)
Ɂuwaala.	(Are you ready?)
Ɂuwa.	(We’re ready.)
Ɂuwana.	(Let’s go.)

Ask the students to draw as many objects as the number they print on the paper represents: Do not show them the English text!

ʔatłik’aa	(one)
ʔakiyi	(two)
taak’i	(three)
diich’i	(four)
guut’aa	(five)

Key Words

Day 1: The teacher asks the students to state one of their favorite words (by name). The teacher writes that word on a strip of paper in Tsuut’ina.

Day 2: The students are asked if they can remember their word from Day 1. The students add a favourite word as the teacher feels they are ready.

Later: The students review words each day. The students add new favourite words as the teacher feels they are ready.

Evaluation

True – False

Use the happy face sheet provided in the Additional Duplicating Masters section.

1. Write #2 on board and say “diich’i”. – False
2. Pretend to comb your hair and say “Sidinaa sinist’aa”. – True
3. Point to something black and say “Sik’iyija-chu doghas+i”. – False
4. Pretend to wash your face and say “Sini tadistsi…”. – True
5. Point to picture of beaver and say “Michadikodi +ist…ina.” – True
6. Put your coat on and say “Diyi dishgosh”. – False

Listening Comprehension

The teacher says two words/phrases which are either the same or different. The students show (with a hand or a colored card) whether they are the same or different. The teacher makes this up for sound recognition and comprehension.

1. Say 2 words – the same.
2. Say 2 words – the same.
3. Say 2 words – sequencing.
4. Say 2 words – different.
5. Say 2 words – different.
6. Say 2 words – different.

Sequencing

The students are given the text of the dialogue and must order the sentences.

Recite Dialogue

All the students should take turns dramatizing the dialogue. Evaluate as follows:

Pronunciation

0 – can't understand
1 – can understand most words
2 – clearly spoken, some mistakes
3 – clearly spoken, no errors

Dramatization

0 – will not participate
1 – does not seem to understand, but can mimick
2 – shows comprehension, but is still shy
3 – very good comprehension and dramatization

Self-Evaluation

Ask the students to write a paragraph about what they learned and liked in Tsuut'ina this month.

For student self-evaluation, use the following in the Duplicating Masters:

- Self-Evaluation
- Feedback for Unit
- ʔOO (Yes/True) Cha (No/False) – the happy face sheeet

Observational Checklist

Use the Observation Checklist Duplicating Master.

Name: ____________________ **Grade:** __________

Unit: __________

Draw These Words

ʔakiyi	diiyali
ʔisagha	taak'i
michadikodi	nitł'odogha

45

Name: ____________________

Grade: ____________

Unit: ____________

Draw These Words

ʔistłi	jija
mizo	ʔisu

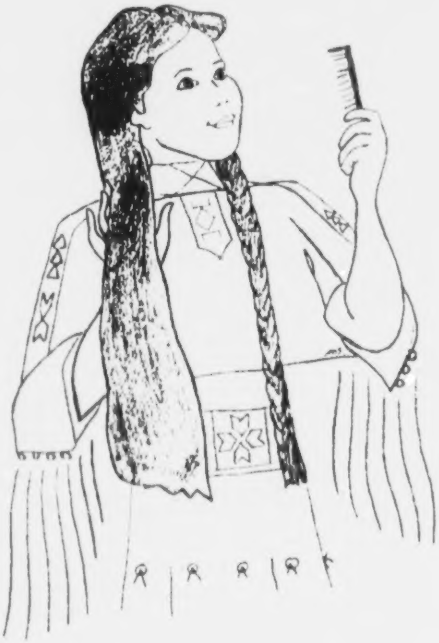
Name: ______________________ Grade: __________

Unit: __________

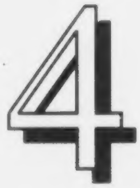
Missing Letter or Word Search

Fill in the missing letters.

1. Sit__gha nan__gas_.



2. dii__'i



Name: ____________________ Grade: __________

Unit: __________

Word – Number Match

ʔakiyi	1
diich’i	2
ʔatłik’aa	3
t’aaki	4

Name: ____________________ Grade: __________

Unit: __________

Match the Word with the Picture

mizo

ʔakiyi

ʔistłi

diichi'i

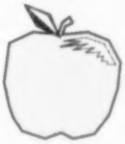
jija

ʔatłik'aa

taak'i

diiyali

4



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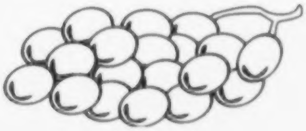
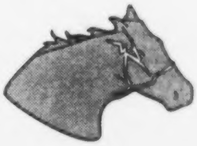
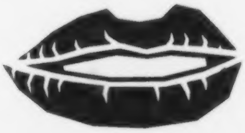


1

3





UNIT 2 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or chant	**Logo (Nanagusja)**
SCENE TWO	
ʔilaana: **La,la,la** (Singing)	**Slide 1** Alana is in the washroom combing her hair.
Mother: **Nitsagha nanisgas.** (Go comb your hair.)	**Slide 2** Mother gives Ron a comb.
SFX: Knocking	
Ron: **Sidinaa siniist'aa.** (Hurry up! It's my turn.)	**Slide 3** Ron is knocking on the washroom door.
ʔilaana: **Sitsagha nanisgasaa.** (I'm combing my hair.)	**Slide 4** Alana is answering her brother from inside the washroom. She is not rushing.
Ron: **Sidina siniist'aa.** (Hurry up! It's my turn.)	**Slide 5** Ron is knocking on washroom door.
Mother: **Dunazits'i.** (Keep quiet.)	**Slide 6** Mother is scolding Ron. She looks cross and has her finger raised.
Ron: **Siniist'aa.** (It's my turn.)	**Slide 7** Ron is pointing at himself.
Mother: **ʔuwaala.** (Are you ready?)	**Slide 8** Mother is asking Jessie if he is ready.
Jisi: **Siniju sitsaaha nanisgas yinisin!** (I need to comb my hair too!)	**Slide 9** Jessie is pointing to her uncombed hair.

AUDIO	VISUAL
	Slide 10 Father peeks his head in the door.
Mother: **ʔuwa.** (We're all ready.)	**Slide 11** Mother is pointing at Alana, Ron, and Jessie. All have their hair combed.
Father: **ʔuwana!** (Let's go!)	**Slide 12** Father is leaving the house with his hand raised as if to beckon everyone.
SFX: Footsteps Truck engine starting Driving on gravel	**Slide 13** Mother, Father, Ron, Alana and Jessie are in their truck driving down a gravel road.
Ron: **Nuwi ʔisu ʔuwa ʔisagha.** (There's Grandmother and Grandfather.)	**Slide 14** Grandmother is outside sweeping the stairs and Grandfather is feeding the dogs.
SFX: Truck engine turned off	
	Slide 15 Mother and Grandmother are hugging. Father and Grandfather are shaking hands.
Ron: **Sidzanaghazud.** (I'm hungry.)	**Slide 16** Ron is rubbing his stomach in hunger.
Grandmother: **Kuniiya! Kuniiya!** (Come in! Come in!)	**Slide 17** Grandmother motioning Ron to come in the house.
SCENE THREE	
Music: Red Bones (Instrumental)	**LOGO:** Animated letters greeting each other.
Mother: **Nitsagha nanisgas!** (Go comb your hair!) (repeats phrase in English)	**Slide 18** Word/phrase in Tsuut'ina
Ron: **Sidina siniist'aa!** (Hurry up! It's my turn!) (Repeats phrase in English)	**Slide 19** Word/phrase in Tsuut'ina

AUDIO	VISUAL
ʔilaana: **Sitsagha nanisgasa.** (I'm combing my hair.) (Repeats phrase in English)	**Slide 20** Word/phrase in Tsuut'ina
Mother: **Dunazits'i!** (Keep quiet!) (Repeats phrase in English)	**Slide 21** Word/phrase in Tsuut'ina
Ron: **Siniist'aa.** (It's my turn.) (Repeats phrase in English)	**Slide 22** Word/phrase in Tsuut'ina
Mother: **ʔuwaala.** (Are you ready?) (Repeats phrase in English)	**Slide 23** Word/phrase in Tsuut'ina
Jisi: **Siniju sitagha nanisgas** (I need to comb my hair, too!) (Repeats phrase in English)	**Slide 24** Word/phrase in Tsuut'ina.
Mother: **ʔuwa.** (We're all ready.) (Repeats phrase in English)	**Slide 25** Word/phrase in Tsuut'ina.
Father: **ʔuwana!** (Let's go!) (Repeats phrase in English)	**Slide 26** Word/phrase in Tsuut'ina.
Ron: **Nuwi ʔisu ʔuwa ʔisagha.** (There's Grandmother and Grandfather.) (Repeats phrase in English)	**Slide 27** Word/phrase in Tsuut'ina.
Ron: **Sidzanaghazud.** (I'm hungry.) (Repeat phrase in English)	**Slide 28** Word/phrase in Tsuut'ina.

AUDIO	VISUAL
Grandmother: **Kuniiya! Kuniiya !** (Come in! Come in!) (Repeats phrase in English)	**Slide 29** Word/phrase in Tsuut'ina.
SCENE FOUR	
Music: Instrumental	**LOGO:** Animated numbers
Grandfather: **Sidzanaghazud.** (I'm hungry.)	**Slide 30** One dog in a yard/field
Grandfather: **Nihidzanaghazud.** (We're hungry.)	**Slide 31** Two dogs in a yard/field
Grandfather: **Nihidzanaghazud.** (We're hungry.)	**Slide 32** Three dogs in a yard/field
Grandfather: **Nihidzanaghazud.** (We're hungry.)	**Slide 33** Four dogs in a yard/field
Grandfather: **Nihidzanaghazud.** (We're hungry.)	**Slide 34** Five dogs in a yard/field
Grandfather: **Nanisʔi natł'adogha-tsi!** (Look! A rabbit!)	**Slide 35** Rabbit is running through a field
Grandfather: **ʔuwa!** (Go!)	**Slide 36** Dogs chasing Rabbit
SCENE FIVE	
SFX: Laughing mask	**LOGOS:** Indian mask
ʔilaana: **ʔuwaala.** (Are you ready?)	**Slide 37** Bridle with big feminine eyes and red lips.

AUDIO	VISUAL
Ron: **ʔuwaala.** (Are you ready?)	**Slide 38** Saddle with cowboy hat and boots on stirrups
Father: **Chuwa, sitsagha nanisgasa.** (No, I'm doing my hair)	**Slide 39** Butch with "spiked" mane holding a bottle of hair gel
SCENE SIX	
Mother: **Diyi diik'aas.** (This is red.)	**Slide 40** A red screen
ʔilaana: **Diyi tsa diik'aas.** (This rock is red.)	**Slide 41** A red rock
Jisi: **Diyi ʔichi diik'aas.** (This wood is red.)	**Slide 42** A yard of red willow trees
Ron: **Diyi diiyali diik'aas.** (This apple is red.)	**Slide 43** A red apple
Father: **Diyi k'ushchu diik'aas.** (This pony bead is red.)	**Slide 44** A red pony bead
Grandmother: **Diyi jija diik'aas.** (This berry is red.)	**Slide 45** Red raspberry
Grandfather: **Diyi mizo diik'aas.** (This mouth is red.)	**Slide 46** A red mouth
Mother: **Diyi ʔistłi diik'aas.** (This horse is red.)	**Slide 47** Butch (in sunglasses) is sunbathing, lying on a colorful beach towel, and sipping a glass of lemonade.
Father: **ʔuwa guts'uwa!** (Go for it!)	

AUDIO	VISUAL
SCENE SEVEN	
Ron: **Sidzanaghazud.** (I'm hungry.)	**Slide 48** Beaver
SFX: Gnawing at tree trunks	
Father: **Sidinaa!** (Hurry up!)	**Slide 49** Muskrat is calling to Beaver who is off screen.
SFX: Gnawing at tree trunks	
Father: (louder) **Sidinaa!** (Hurry up!)	**Slide 50** Muskrat is calling to Beaver who is still off screen.
SFX: Gnawing loudly at tree trunks	
Father: (louder) **Sidina!** (Hurry up!)	**Slide 51** Muskrat is calling to Beaver who remains off screen.
SFX: Gnawing more loudly at tree trunks.	
Ron: **Dunazits'i!** (Keep quiet!)	**Slide 52** A tree trunk falls on Muskrat.
SFX: Tree crashes to the ground	
SCENE EIGHT	
Grandfather: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob is looking for food.
Father: **ʔuwana!** (Let's go!)	Dried Meat takes off in the other direction.
Ron: **ʔuwana!** (Let's go!)	Bannock, with grease/sweat dripping off, runs off in the other direction.

AUDIO	VISUAL
ʔilaana: **ʔuwana!** (Let's go!)	Raspberries run up one another to the top of the container and jump off the rim to the ground. The creature is still in the background looking for food.
SCENE NINE	
	Tsuut'ina Warrior is making smoke signals. His young son is looking on.
Ron: **Nanisʔi! Nanisʔi!** (Look! Look!)	Smoke signals turn into digits 1, 2, 3, 4, 5.
Father: **ʔatłik'aa, ʔakiyi, taak'i, diich'i, guut'aa!** (One, two, three, four, five!)	
SCENE TEN	
Grandfather: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob is looking for food.
ʔilaana: **Siniist'aa!** (It's my turn!)	Fourth to last raspberry runs up the other three to the top of a container. As it steps on a baby raspberry, the baby calls out. At the top, the raspberry jumps off the rim to the ground.
ʔilaana: **Siniist'aa!** (It's my turn!)	Third to last raspberry runs up the other two to the top of a container. As it steps on a baby raspberry, the baby calls out. At the top, the raspberry jumps off the rim to the ground.
ʔilaana: **Siniist'aa!** (It's my turn!)	Second to last raspberry runs up the other one to the top of a container. As it steps on the baby raspberry, the baby calls out. At the top, the raspberry jumps off the rim to the ground.
Father: **Doosdiya!** (Come here!)	Dried Meat jumps in to save the baby raspberry.
ʔilaana and Jisi: (Let's go!)	All the raspberries take off in a row. The creature is in the background still looking for food.

AUDIO	VISUAL
SCENE ELEVEN	
	Slide 53 Grandmother gives Ron a comb.
Ron: **Sitsagha nanisgasa.** (I'm combing my hair.)	**Slide 54** Ron is combing his hair.
SCENE TWELVE	
Mother: **Sitsagha nanisgasa.** (I'm combing my hair.)	**Slide 55** A rabbit combing its fur
Father: **Sitsagha nanisgasa.** (I'm combing my hair.)	**Slide 56** A dog combing its fur
Grandfather: **Sitsagha nanisgasa.** (I'm combing my hair.)	**Slide 57** An elk combing its hair
Ron: **Sitsagha nanisgasa.** (I'm combing my hair.)	**Slide 58** A bear combing its fur
Jisi: **Sitsagha nanisgasa.** (I'm combing my hair.)	**Slide 59** A bald eagle holding a comb
SCENE THIRTEEN	
Grandmother: **ʔisu ʔistłina.** (I'm Grandmother.)	**Slide 60** Grandmother is smiling.
Grandfather: **ʔisagha ʔistłina.** (I'm Grandfather.)	**Slide 61** Grandfather is smiling.
Mother: **ʔinoo ʔistłina.** (I'm Mother.)	**Slide 62** Mother is smiling.

AUDIO	VISUAL
Father: **ʔitoo ʔistłina.** (I'm Father.)	**Slide 63** Father is smiling.
ʔilaana: **ʔilaana ʔistłina.** (I'm Alana.)	**Slide 64** ʔilaana is smiling.
Jisi: **Jisi ʔistłina.** (I'm Jessie.)	**Slide 65** Jessie is smiling.
Ron: **Ron ʔistłina.** (I'm Ron.)	**Slide 66** Ron is smiling.
Clayton: **Michadikodi ʔistłina.** (I'm Beaver.)	**Slide 67** Beaver is smiling.
ʔilaana: **Nitł'odogha ʔistłina.** (I'm Rabbit.)	**Slide 68** Rabbit is smiling.
Jisi: **Jija ʔistłina.** (I'm Raspberry.)	**Slide 69** Raspberry is smiling.
Grandfather: **Buchi ʔistłina!** (I'm Butch!)	**Slide 70** Butch is wearing sunglasses, smiling, and holding a glass of lemonade.
SCENE FOURTEEN **Grandmother, Grandfather, Mother, Father, ʔilaana, Jisi, Ron:** **Nanadaayiitsoni.** (See you again soon!)	**Slide 71** A "family" shot including Butch and Beaver, all are waving good-bye.
SCENE FIFTEEN **Theme Music**	**Slide 72** **LOGO**
SCENE SIXTEEN **Theme Music**	**Credits**

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Name: ______________________ **Grade:** __________

Unit: __________

Draw These Words

ʔakiyi two	diiyali apple
ʔisagha Grandfather	taak'i three
michadikodi beaver	nitł'odogha rabbit

Name: ______________________ **Grade:** ____________

Unit: ____________

Draw These Words

ʔistłi horse	jija berry
mizo mouth	ʔisu Grandmother

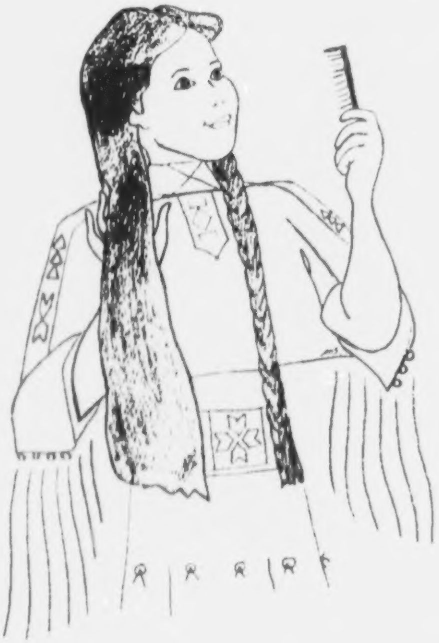
Name: ______________________ Grade: __________

Unit: __________

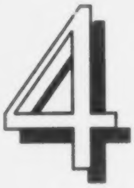
Missing Letter or Word Search

Fill in the missing letters.

1. Sit**sa**gha nan**is**gas**a**.



2. dii**ch**'i



Name: ____________________ Grade: __________

Unit: __________

Word – Number Match

ʔakiyi	1
diich'i	2
ʔatłik'aa	3
t'aaki	4

Name: ______________________ Grade: __________

Unit: __________

Match one word with the Picture

mizo

ʔakiyi

ʔistłi

diichi’i

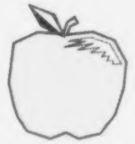
jija

ʔatłik’aa

taak’i

diiyali

4



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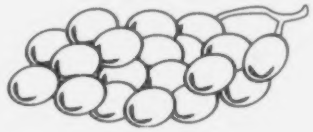

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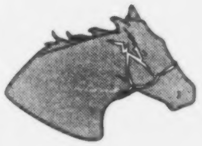

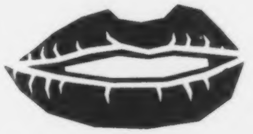

Nanagusja

Unit Three

A Tsuut'ina (Sarcee) Language
Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

🗐	This icon means duplicating master.
🔑	This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

CONTENT OVERVIEW

Unit 3: Food and Table Manners

Themes

New

1. Food and Table manners
2. Body Parts
3. Yellow

Review

1. Morning routine
2. Family
3. Red
4. Counting
5. Animals
6. Greetings

Objectives

By completion of unit students will be able to:

1. Count from one to seven.
2. Say and understand "yellow".
3. Role play situations where food is eaten and served.
4. Name foods.
5. Name five things which can be yellow.
6. Say three days of the week.
7. Name three months.
8. Say at least four weather phrases.
9. Recite dialogue from memory.
10. Sequence dialogue cards (print form).
11. Draw one to three words as concrete poems.
12. Actively particpate in games.
13. Complete written activities.
14. Name body parts.
15. Name animals.
16. Describe characteristics of autumn.
17. Name summer and autumn.

Daily Routine

Indian Prayer

Ɂayaho ʔitoo diyi nisk'aagulagi naxoghanit'a.
Diyi dzinisi guja nihila tł'agha ts'id-gu.
Daata ʔach'igunaazha diyi ts'idonaka guja.
Tsuut'ina guja guginaxagu diyi ts'idonaka.
Diyi nihigunaxa duʔiduwah-gu. Ɂitoo
naxoghanit'a.

Creator of this land you created, let us have a
good day till nightfall
For we do not know very much.
Let these young children learn to speak our
language
So our language will survive.
Have pity on us ʔayaho.

Greetings

Danit'ada.

– The students could prepare food in class or have a feast and invite an Elder.

Attendance

What vocabulary/themes to review:

Nouns, verbs, phrases

Ask the students to say one word or phrase of their choice every day for attendance.

Weather

Ask about the weather everyday. The students could draw pictures of different weather conditions and label them for use of the class. "It is hot." "It is cool." "It is cloudy." "It is windy." "It is raining." "It is snowing."

Calendar

Months: September, October, November
Days: Three days of the week
Numbers: One to seven, and "how many"
Seasons: Summer and autumn

Concrete Poems

Ask the students to draw a concrete poem of two of the following and mount them on the bulletin board:

beaver	michadikodi
soup	tazili
ice cream	sik'odzi
banana	ʔayuwa
spruce	goh
eagle	dit'oni

Dialogue

A. Script: Food and Table Manners

Grandfather:
Diniits'iitiyi ʔiisiino.
(Let's sit down and eat.)

Ron:
Tł'iguutsin!
(That smells good!)

Grandmother:
Gimoo tadidli.
(Pray for them.)

Grandfather:
ʔitoo diyi mis ʔiisiino noxoonit'a
ʔaayawa.
(Prayer: Father, pity us for what we are eating now.)

Jisi:
Doo tazili.
Here's some soup.

Ron:
Nits'ist'aatii saghaniʔo.
(Pass the bannock.)

Mother:
Suni ju doo.
(Here's some dried meat, too.)

Father:
Xants'ishdilshi saghaniʔo.
(Pass me the potatoes.)

Jisi:
Diyi tazili ʔagunili.
(This soup is good.)

Ron:
Diyi nits'ist'aatii ju ʔagunili.
(This bannock is good.)

Grandmother:
ʔadana tazili nayinizini.
(Does anyone want some more soup?)

Grandfather:
Suni saghaniʔo.
(Pass the dried meat.)

Grandmother:
ʔadana xants'ishdilshi nayinizini.
(Does anyone want some more potatoes?)

Jisi:
Guja ʔiyistsad.
(I ate well.)

Grandmother:
Sik'odzi ʔak'ooguli.
There is still ice cream.

Mother:
ʔit'oosituwa k'aja.
(Tea is ready.)

Ron:
ʔuwa sik'odzi (yinisin).
(I'm ready for ice cream.)

B. Explanation Activities

1. Bring in perfume or aftershave and say "Tł'iguutsin." (That smells good).

2. Draw pictures of food on cards. Distribute them to the students. The students practice the phrase, "Pass the food."

3. The teacher brings in some dry meat and gives a piece to each student. Each tastes the meat and says "Diyi suni ju ʔagunili." (This meat is good.). Repeat with bannock and ice cream.

4. Give the students something to eat, or after lunch, have them say "Guja ʔiyistsad." (I ate well.).

5. Make a set of cards (or cut out pictures from magazines) with one to seven objects on each card (e.g. food/ people/ animals). Distribute one card to each student. The teacher then asks each to answer the quesiton: "Daginiitada?" (How many?).

6. The students make up a skit about eating.

7. The students make up a skit about being hungry.

8. The students make up a skit about meeting someone.

Props for Dramatization:

- Bowls and platters
- Plastic fruit and vegetables
- Teapot
- Plastic cutlery and glasses
- Paper plates

Alphabet	Grammar
d	dit'oni (eagle)
t	tu (water)
t'	t'oh (feather)

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher acts out the following actions while the students guess what she is doing. Eventually the students could also be the actors:

Numbers	Hold up
ʔatłik'aa	one finger or one object
ʔakiyi	two fingers or two of the same object
taak'i	three fingers or three of the same object
diich'i	four fingers or four of the same object
guut'aa	five fingers or five of the same object

Show Me	Point to
Diyi sidzagha ʔat'a.	ears
Diyi sinagha ʔat'a.	eyes
Diyi sik'us ʔat'a.	neck

Conversation	Pretend to
Nido.	sit down
ʔisu	act like Grandmother
ʔisagha	act like Grandfather

Word Comprehension Relay

Materials

- Two to four groups of students with equal number of members per group
- Blackboard
- Chalk

Method

- The students line up at a set distance from the blackboard.
- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.
- The team that completes the task first wins.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. The students have picture props on their desk.
- The teacher calls out "SIMON SAYS SHOW ME YOUR ______."
- The students point to that item.
- When the teacher gives a command without saying SIMON SAYS, the students should not do it. If they do, they are out.
- The game continues until only one person is left or teacher ends the game.
- With more able students, a student can be SIMON.
- One player is selected IT and goes to the middle of the circle.

Communicative Competency

Ask the students to work in pairs and make up skits/role plays for the following situations, using as much Tsuut'ina as possible:

- eating dinner
- being hungry
- counting something
- greeting someone.

Rhythm Poems

Clap – Slap Beat

1.	Danit'ada?	(How are you?)
	ʔatłik'aa	(one)
	ʔakiyi	(two)
	taak'i	(three)
	diich'i	(four)
	guut'aa	(five)
	gustoni	(six)
	chishch'idi	(seven)
	Danit'ada?	(How are you?)
2.	Sidzanaghazud.	(I'm hungry.)
	suni	(meat)
	xants'ishdilshi	(potatoes)
	tazili	(soup)
	nits'ist'aatii	
	guja ʔiyistsäd	
3.	tsa	(rock)
	ch'at'agha	(sun)
	k'uschu	(bead)
	kadiitsuwi	(butter)
	t'oh	(feather)

Total Physical Response

Teacher says	**Students do the following**
Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniiya. (Come in.)	pretend to open door and enter
Nido. (Sit down.)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili saghaniko. (Pass the soup.)	pretend to pass soup
Diyi sik'odzi. (This is ice cream.)	pretend to lick ice cream cone
ʔisiina. (Let's eat.)	pretend to eat
Sidina. (Hurry up.)	move quickly on the spot
Show Me	**Point to**
Mizo. (Show me your mouth.)	mouth
ʔinagha ʔat'a. (Show me your eyes.)	eyes
ʔidisagha ʔat'a. (Show me your ears.)	ears
ʔik'us ʔat'a. (Show me your neck.)	neck
Conversation	**Pretend to**
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nanayiistoni. (See you later.)	wave goodbye
Colors	**Point to/touch something**
Diyi diitsuw. (This is yellow.)	yellow
Diyi diik'aas. (This is red.)	red
Conversation	**Pretend to**
Nanisʔi! (Look!)	look up
ʔoo, magunisha. (Yes, I know.)	nod head
Numbers	**Hold up**
ʔatłik'aa (one)	one finger
ʔakiyi (two)	two fingers
taak'i (three)	three fingers
diich'i (four)	four fingers
guut'aa (five)	five fingers
gustoni (six)	six fingers
chiishch'idi (seven)	seven fingers
tłaasdiich'i (eight)	eight fingers

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Culture

The Feast

Refer to Unit One, CULTURE.

Craft

Teepees – Thin construction paper is shaped into a teepee. The students research the designs and the colors for their teepees.

Speaker (An Elder)

A Tsuut'ina Elder will speak on his or her cultural traditions relating to the feast, the teepees, and the dance.

The Dance

Intertribal Dance

The intertribal dance involves women, men and children. This is a fun dance where everyone can take part and enjoy themselves including the traditional dancers, the fancy dancer, the shawl dancer, the jingle dress dancer and the grass dancer. It is danced to a one-two beat.

Reading/Writing

Cryptic Messages

The teacher writes the following word, phrase or sentence on the board leaving some of the letters out. The students must guess the letters to solve the message, and then act out the phrase to show that they understand it. The teacher may wish to promise the students a reward if they ever get the message in less than ONE TRY!! Do not use English. This activity should help students to predict letters and show their familiarity with Tsuut'ina script. In later units the students can make up their own messages.

1. Danit'ada. (How are you?) Guja. (I'm fine.)
2. Use the names of animals.
3. Use the names of body parts.
4. Use the names of colors.
5. Use the names of foods.

Story Models

The teacher writes the following phrase on the board and explains in Tsuut'ina (using actions and diagrams, if necessary) the meaning. The teacher invites the students to draw pictures compatible with the drawings. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. The students are then asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Ask the students to draw as many objects as the number they print on the paper represents: Do not show them the English text!

ʔatłik'aa	(one)
ʔakiyi	(two)
taak'i	(three)
diich'i	(four)
guut'aa	(five)
gustoni	(six)
chiishch'idi	(seven)
tłaasdiich'i	(eight)

Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text!

Diniits'iit'iyi ʔiisiino.	(Let's sit down and eat.)
Tłiguutsin.	(That smells good.)
Gimoo tadidli.	(Pray for them.)
Doo tazili.	(Here's some soup.)
Guja ʔiyistsad.	(I ate well.)
Sik'odzi ʔak'ooguli.	(There's still ice cream.)

Give students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text!

Kuniiya.	(Come in)
Nido.	(Sit down.)
Tł'iguutsin	(That smells good.)
Sidzanaghazud.	(I'm hungry.)
Pit'oosituwa k'ajag.	(Let's eat.)
Diyi nits'ist'aatii ju ʔagunili.	(This bannock is good.)
Tazili naxaniko.	(Pass the soup.)
ʔit'oosituwa k'ajag.	(Tea is ready.)
Guja ʔiyistsad.	(I ate well.)

Key Words

Ask the students to print their favorite words on cards. The teacher can show a flashcard and ask the students to read them and dramatize their meaning.

Evaluation

True – False

Use the happy face sheet provided in the Additional Duplicating Masters section.

1. Pour yourself some tea and say "Diyi diiyali diitsuw." – False
2. Pass a picture of potatoes and say "Xants'ishdilshi saghaniko." –True
3. Show a red apple and say "Diyiʔ it'oosituwa ʔagunili." – False
4. Hold up 7 fingers and say "diich'i." – False
5. Point to your ears and say "Diyi minagha ʔat'a." – False
6. Point to your eyes and say "Diyi minagha ʔat'a." – False
7. Point to outside the window and say "Moozini yik'a ʔat'a." –True
8. Remain sitting and say "Sisdo." –True

Listening Comprehension

Use the happy face sheet provided in the Additional Duplicating Masters section.

1. Say 2 words/phrases – same
2. Say 2 words/phrases – different
3. Say 2 words/phrases – same
4. Say 2 words/phrases – same
5. Say 2 words/phrases – different
6. Say 2 words/phrases – different

Sequencing

The students must order the dialogue sentences so they make sense when reading them aloud. Correct in class.

Application of Dialogue

Ask the students to create a skit about a scene similar to the dialogue. Evaluate according to:

1. Skit – accuracy and creativity
    0 – experiencing difficulty
    1 – needs further instruction/practice
    2 – satisfactory
    3 – very good

2. Pronunciation
    0 – experiencing difficulty
    1 – needs further instruction/practice
    2 – satisfactory
    3 – very good

Recite Dialogue

Self-Evaluation

Ask the students to write a paragraph about what they liked; what they learned.

For student self-evaluation, use the following forms in the Duplicating Masters:

Self Evaluation
Feedback for Unit
ʔOO (Yes/True) CHA (No/False) – the happy face sheet

Observation Checklist

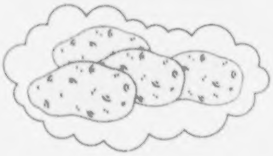
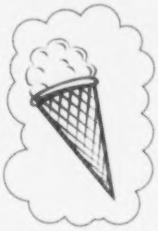
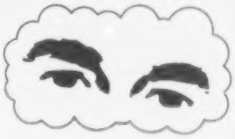
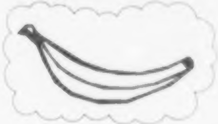
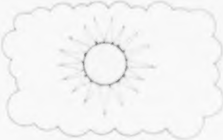
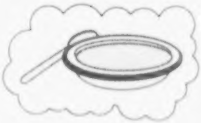
Use the Observation Checklist Duplicating Master.

Name: ______________________ Grade: __________

Unit: __________

Match the Words and Pictures

1. ʔinagha
2. ʔayuwa
3. t'oh
4. xants'ishdilshi
5. ch'at'agha
6. k'aja
7. sik'odzi
8. tazili

Name: ____________________________ **Grade:** ___________

Unit: ___________

Draw a Picture of the Word in the Box

t’oh	task’oyi
ʔagunili	dit’oni
diiyali diik’azi	Diyi ch’at’agha diitsuw

UNIT 3 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or chant	**Logo (Nanagusja)**
SCENE TWO	
Grandfather: **Diniits'iitiyi ʔiisiino.** (Let's sit down and eat.)	**Slide 1** Grandfather is motioning his guests to the table.
Ron: **Tł'iguutsin!** (That smells good!)	**Slide 2** Ron looks excited about the meal.
Grandmother: **Gimoo tadidli.** (Pray for them.)	**Slide 3** Mother, Father, Grandfather, Grandmother, Ron, Alana, and Jessie are all around the table. It is laden with hot food – bannock on a plate, soup in a pot, potatoes in a bowl, and some dried meat on a plate. They are are all looking at Grandmother.
Grandfather: **ʔitoo diyi mis ʔiisiino noxoonit'a ʔaayuwa.** (Prayer: Father, pity us for what we are eating now.)	**Slide 4** Everyone is around the table with heads bowed in prayer.
Jisi: **Doo tazili.** (Here's some soup.)	**Slide 5** Jessie is passing a bowl of soup to Grandmother. Grandmother exhibits her thanks with a special look/nod.
Ron: **Nits'ist'aatii saghaniʔo.** (Pass the bannock.)	**Slide 6** Ron is pointing to a bowl of bannock, some distance away from him.
Mother: **Suni ju doo.** (Here's some dried meat, too.)	**Slide 7** Mother is passing Ron the plate of dried meat.
Father: **Xants'ishdilshi saghaniʔo.** (Pass me the potatoes.)	**Slide 8** Father holds his hand out waiting for the bowl of potatoes.

AUDIO	VISUAL
Jisi: **Diyi tazili ?agunili.** (This soup is good.)	**Slide 9** Jessie has a full spoon of soup coming up toward her mouth.
Ron: **Diyi nits'ist'aatii ju ?agunili.** (This bannock is good.)	**Slide 10** Ron is holding a piece of bannock in one hand and his mouth is almost full.
Grandmother: **¿adana tazili nayinizini.** (Does anyone want some more soup?)	**Slide 11** Grandmother is holding a ladle of soup and looking out at her guests.
Grandfather: **Suni saghani?o.** (Pass the dried meat.)	**Slide 12** Grandfather is being passed a plate of dried meat.
Grandmother: **?adana xants'ishdilshi nayinizini.** (Does anyone want some more potatoes?)	**Slide 13** Grandmother is holding a bowl of potatoes and looking out at her guests.
Jisi: **Guja ?iyistsad.** (I ate well.)	**Slide 14**
Grandmother: **Sik'odzi ?ak'ooguli.** (There is still ice cream.)	**Slide 15**
Mother: **?it'oosituwak'aja.** (Tea is ready.)	**Slide 16** Mother is standing, holding a teapot and offering it to the
Ron: **?uwa sik'odzi (yinisin).** (I'm ready for ice cream.)	**Slide 17** Ron brings his bowl over to Grandmother for some ice cream.
SCENE THREE **MUSIC: Red Bone** (Instrumental)	**LOGO:** Animated letters greeting each other.
Grandfather: **Diniits'iitiyi ?iisino!** (Let's sit down and eat!)	**Slide 18** Word/Phrase in Tsuut'ina

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AUDIO	VISUAL
Ron: **Tłiguutsin!** (That smells good!)	**Slide 19** Word/Phrase in Tsuut'ina
Grandmother: **Gimoo tadidli.** (Pray for them.)	**Slide 20** Word/Phrase in Tsuut'ina
Grandfather: **?itoo diyi mis ?iisiino noxoonit'a ?aayuwa.** (Prayer: Father, pity us for what we are eating now.)	**Slide 21** Word/Phrase in Tsuut'ina
?ilaana: **Doo tazili.** (Here's some soup.)	**Slide 22** Word/Phrase in Tsuut'ina repeats phrase in English.
Ron: **Nits'ist'aatii saghani?o.** (Pass the bannock.)	**Slide 23** Word/Phrase in Tsuut'ina
Mother: **Suni ju doo.** (Here's some dried meat.)	**Slide 24** Word/Phrase in Tsuut'ina
Father: **Xants'ishdilshi saghani?o.** (Pass me the potatoes.)	**Slide 25** Word/Phrase in Tsuut'ina
Jisi: **Diyi tazili ?agunili.** (This soup is good.)	**Slide 26** Word/Phrase in Tsuut'ina
Ron: **Diyi nits'ist'aatii ju ?agunili.** (This bannock is good too.)	**Slide 27** Word/Phrase in Tsuut'ina
Grandmother: **?adana tazili nayinizini.** (Does anyone want some more soup?)	**Slide 28** Word/Phrase in Tsuut'ina
Grandfather: **Suni saghani?o.** (Pass the dried meat.)	**Slide 29** Word/Phrase in Tsuut'ina

AUDIO	VISUAL
Grandmother: **ʔadana xants'ishdilshi nayinizini.** (Does anyone want some more potatoes?)	**Slide 30** Word/Phrase in Tsuut'ina
ʔilaana: **Guja ʔiyistsad.** (I ate well.)	**Slide 31** Word/Phrase in Tsuut'ina
Grandmother: **Sik'odzi ʔaik'ooguli.** (There's still ice cream.)	**Slide 32** Word/Phrase in Tsuut'ina
Mother: **ʔit'oosituwa k'aja.** (Tea is ready.)	**Slide 33** Word/Phrase in Tsuut'ina
Ron: **ʔuwa sik'odzi yinisin.** (I'm ready for ice cream.)	**Slide 34** Word/Phrase in Tsuut'ina
SCENE FOUR	
	LOGO: Animated numbers
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	A Glob with rows of shark-like teeth rolls/flows across the screen. Picnic tables are scattered about and a teapot and teacup are on one, a soup urn on another, a bowl of potatoes on another. Dried Meat, Bannock, and Raspberry are hiding behind a tree.
Glob: **Diyi ʔt'ooituwa ʔagunili.** (This tea is good.)	Glob stops at the table with the teapot on it and drinks some tea with a straw.
SFX: Slurping	
Glob: **Diyi tazili ʔagunili.** (This soup is good.)	Glob stops at the table with the soup urn on it and slurps it with a straw.
Glob: **Diyi xants'ishdilshi** (This potato is good.)	Glob stops at the table with a bowl of potatoes on it and gobbles it.

AUDIO	VISUAL
Glob: **Sidzanaghazud.** (I'm hungry.) (mumbling to himself)	Glob puts on a bib. Raspberry, Dried Meat and Bannock are watching. He is looking hungrier, chomping his rows of teeth.
Dried Meat: **ʔuwana!** (Let's go!)	Dried Meat whistles to Bannock and Raspberry and motions them to take off. They roll quickly across the screen in the opposite direction from Glob.
SCENE FIVE	
SFX: Laughing mask	**LOGO:** Indian mask
Horse: **ʔatłik'aa, ʔakiyi, taak'i, diich'i, guut'aa, gustoni, chiishch'idi** (One, two, three, four, five, six, seven)	Butch is standing in front of a mirror admiring himself. He is counting his ribs.
SFX: Xylophone roll	After counting seven of them, he runs his hoof down one side.
Horse: **Dinischa!** (I'm skinny!)	Suddenly his eyes enlarge in shock.
Horse: **Xants'ishdilshi saghaniko.** (Pass the potatoes.)	A hand passes a hoof a bowl of potatoes.
Horse: **Nits'ist'aatii saghaniko.** (Pass the bannock.)	A hand passes a hoof a plate of bannock.
Horse: **Suni saghaniko.** (Pass the dried meat.)	A hand passes a hoof a plate of dried meat.
Horse: **Tazili saghaniko.** (Pass the soup.)	A hand passes a hoof a urn of soup.
Horse: **Sik'odzi saghaniko.** (Pass the ice cream.)	A hand passes a hoof a pail/cone of ice cream.

AUDIO	VISUAL
Horse: **ʔit'oo saghaniko.** (Pass the tea.)	A hand passes a hoof a cup/pot of tea.
Horse: **ʔistłi magunilini!** (What a beautiful horse!)	Butch is looking in the mirror again. He now has a pot belly.
SCENE SIX	
Mother: **Diyi diitsuwi.** (This is yellow.)	**Slide 35** A yellow screen
ʔilaana: **Diyi tsa diitsuwi.** (This rock is yellow.)	**Slide 36** A yellow rock
Jisi: **Diyi ch'at'agha diitsuwi.** (This sun is yellow.)	**Slide 37** A bright yellow sun in the sky
Ron: **Diyi diiyali diitsuwi.** (This apple is yellow.)	**Slide 38** A yellow apple
Father: **Diyi k'uschu diitsuwi.** (This bead is yellow.)	**Slide 39** Yellow pony bead
Grandmother: **Diyi ʔayuwa diitsuw.** (This banana is yellow.)	**Slide 40** A yellow banana
Grandmother: **Diyi ka diitsuwi diitsawi.** (This butter is yellow.)	**Slide 41** A piece of yellow butter
Grandfather: **Diyi t'oh diitsuwi.** (This feather is yellow.)	**Slide 42** A yellow feather
Mother: **Diyi ʔistłi diitsuwi.** (This horse is yellow.) **SFX:** Two bong-beeps like a booby prize sound.	**Slide 43** Butch is in sunglasses and eating a hot dog. He squirts mustard on it and the mustard cap explodes so that he is covered in mustard.

AUDIO	VISUAL
SCENE SEVEN	
Mother: **Danit'aʔi.** (How many?)	A mother cougar with two cougar cubs
Young voice: **Taak'i.** (Three.)	
ʔilaana: **Danit'aʔi.** (How many?)	Five eggs cracking open
Young voice: **Guut'aa.** (Five.)	
Jisi: **Danit'aʔi.** (How many?)	Six frogs on lily pads, ribbing
SFX: Ribbit! Ribbit!	**SFX:** Ribbit! Ribbit!
Young voice: **Gustoni.** (Six.)	
Ron: **Danit'aʔi.** (How many?)	A mother bear with cub
SFX: Growls	
Young voice: **ʔakiyi.** (Two.)	
Father: **Danit'aʔi.** (How many?)	Four elk scratching their antlers on poplar trees
Young voice: **Diichi'ii.** (Four.)	

AUDIO	VISUAL
Grandmother: **Danit’aʔi.** (How many?)	Seven buffalo chewing cud
Young voice: **Chishch’idi.** (Seven.)	
Grandfather: **Danit’aʔi.** (How many?)	Butch is dancing.
SFX: Snapping fingers and cha-cha music	
Young voice: **ʔatłik’aa.** (One.)	
SCENE EIGHT	
Beaver: **ʔuwaala.** (Are you ready?)	Beaver is beside an old-fashioned camera
Muskrat: **Cha, sitsagha nanisgas yinisin.** (No, I need to comb my hair.)	Muskrat is combing his hair.
Beaver: **ʔuwaala.** (Are you ready?)	Beaver is beside an old-fashioned camera.
Muskrat: **Cha. Sini tadistsił yinisin.** (No, I need to wash my face.)	Muskrat is washing his face. Water droplets splash from his face.
Beaver: **ʔuwaala.** (Are you ready?)	Beaver is beside an old-fashioned camera.
Muskrat: **Cha, sik’iyiji doghastła yinisin.** (No, I need to put on my coat.)	Muskrat is putting on a coat.

AUDIO	VISUAL
Beaver: **ʔuwaala.** (Are you ready?)	Beaver is beside an old-fashioned camera.
Muskrat: **ʔoo** (Yes.)	Muskrat is smiling.
SFX: Sound ('poof') of camera clicking	Muskrat is covered in soot.
SCENE NINE	
Mother: **Diyi minagha ʔat'a.** (These are eyes.)	A pair of beautiful lady's eyes
ʔilaana: **Diyi minagha ʔat'a.** (These are eyes.)	A pair of eagle's eyes
Ron: **Diyi minagha ʔat'a.** (These are eyes.) (more emphatically stated)	
Father: **Diyi minagha ʔat'a.** (These are eyes.)	
Jisi: **Diyi ʔidizagha ʔat'a.** (These are ears.)	A pair of people ears
Ron: **Diyi ʔidizagha ʔat'a.** (These are ears.)	A pair of bear's ears
Jisi: **Diyi ʔidizagha ʔat'a.** (These are ears.)	A pair of dog's ears
SFX: A whistle of awe.	

AUDIO	VISUAL
Ron: Diyi ʔidizagha ʔat'a! (These are ears!) (More emphatically stated)	A pair of rabbit's ears
Mother: Diyi ʔik'us ʔat'a. (This is a neck.)	A person's neck
ʔilaana: Diyi ʔik'us ʔat'a. (This is a neck.)	A horse's neck
Jisi: Diyi ʔik'us ʔat'a. (This is a neck.)	An elk's neck
SFX: A whistle of awe	
Ron: Diyi ʔik'us ʔat'a! (This is a neck!) (more emphatically stated)	A long-necked goose
SCENE TEN	
Female voice (off screen): Nanisʔi! Nanisʔi! (Look! Look!)	Butch is tanning on his beach towel at the beach. He is wearing sunglasses. He takes off the glasses.
Female voice (off screen): Minagha ʔagunili! (He has beautiful eyes!)	Butch's eyes blink.
Female voice (off screen): Midzagha ʔagunili! (He has beautiful ears!)	Butch's ears twitch.
Female voice (off screen): Mik'us ʔagunili! (He has a beautiful neck!)	Butch's neck flashes.
Female voice (off screen): Mini ʔagunili! (He has a beautiful face!)	Butch's face turns red.

AUDIO	VISUAL
Female voice (off screen): **Mitsagha ʔagunili!** (He has beautiful hair!)	Butch's chest swells. He is looking around for his admirer. A filly is walking alongside a sleek, black, muscular stallion life guard.
SCENE ELEVEN	
Grandfather: **Moozini yik'a ʔat'a.** (It is autumn.)	Autumn scene
Grandfather: **ʔit'oosi ʔidiyigoh.** (Leaves change color.)	Leaves change colors.
Grandfather: **ʔit'oosi nachidiniitład.** (Leaves fall from trees.)	Leaves fall.
Grandfather: **Dit'oni winiga nadidał.** (Eagles fly south.)	Eagles fly south.
Grandfather: **Gooji winiga nadidał.** (Geese fly south.)	Geese fly south.
Grandfather: **Moozini yik'a ʔat'a.** (It is autumn.)	Autumn scene
SCENE TWELVE	
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob is looking for food. His rows of teeth snap.
Muskrat: **ʔatłik'aa, ʔakiyi, taak'i, diich'i, guut'aa, gustoni, chishch'idi.** (One, two, three, four, five, six, seven.)	Muskrat is cooking bannock. He counts to seven as he puts seven pieces of bannock on his plate.
Glob: **Sidzanaghazud!** (I'm hungry!)	Glob eats them. His rows of teeth snap.

AUDIO	VISUAL
Muskrat: **ʔatłik'aa, ʔakiyi, taak'i, diich'i, guut'aa, gustoni, chishch'idi.** (One, two three, four, five, six, seven.)	Muskrat looks at the empty plate and wonders what happened. He is still cooking bannock. He counts to seven as he puts seven pieces of bannock on a plate.
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob eat them. His rows of teeth snap.
Muskrat: **ʔatłik'aa, ʔakiyi, taak'i, diich'i, guut'a, gustoni, chishch'idi.** (One, two three, four, five, six, seven.)	Muskrat looks at the empty plate and wonders what happened. He is still cooking bannock. He counts to seven as he puts seven pieces of bannock on the plate.
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob eats them. His rows of teeth snap.
Muskrat: **Hat'aalaju!** (Oh my goodness!)	Muskrat looks at the empty plate and seems totally confused.
SCENE THIRTEEN	
Grandfather: **Nido.** (Sit down.)	**Slide 44** Grandfather is standing behind a chair.
Jisi: **Sisdo.** (I'm sitting down.)	**Slide 45** Jessie is sitting in that chair.
Grandfather: **Tazili saghaniko.** (Pass the soup.)	**Slide 46** Grandfather is pointing to the soup urn.
Jisi: **Doo tazili naghanisko.** (I'm passing the soup.)	**Slide 47** Jessie is holding the soup urn and then passing it.
Grandfather: **Xants'ishdilshi saghaniko.** (Pass the potatoes.)	**Slide 48** Grandfather is pointing to a bowl of potatoes.

AUDIO	VISUAL
Jisi: Doo xants'ishdilshi naghanisko. (I'm passing the potatoes.)	**Slide 49** Jessie is holding the bowl of potatoes and then passing it.
Grandfather: ʔit'oo saghaniko. (Pass the tea.)	**Slide 50** Grandfather is pointing to the teapot.
Jisi: Doo ʔit'oosituwa naghanisʔo. (I'm passing the tea.)	**Slide 51** Jessie is holding the teapot and passing it.
Grandfather: ʔiisiino! (Let's eat!)	**Slide 52** Grandfather is picking up a fork.
Jisi: ʔisna. Guja ʔiyistsad! (I'm eating. I ate well!)	**Slide 53** Jessie is eating.
SCENE FIFTEEN	
Saddle: Danit'ada. (How are you?)	Saddle is staring romantically at Bridle.
Bridle: Guja. (Fine.)	Bridle is staring romantically at Saddle.
Saddle: Gunistłi, naniyaa. (I'm glad, because you came.)	The romance continues.
Bridle: Sini ju! (Me too!)	Saddle puts his arm around Bridle.
Saddle: Minagha ʔagunili! (What beautiful eyes!)	
Bridle: ʔoo, magunisha. (Yes, I know.)	

AUDIO	VISUAL
Glob: **Diyali diik'azi!** (Red apples!)	He eats the apples.
SFX: Teeth crunching	
Glob: **Diyi dit'aaʔa.** (What's this?)	He sees the teapot, eyes blink. A question mark blinks above his head.
Diik'azi! Diik'azi! (Red! Red!)	He drinks the tea.
ʔit'oo situwa diik'azi! (Red tea!)	He turns red.
SFX: Glugging sound of drinking tea	
SCENE FOURTEEN	
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob is looking for food. He finds a picnic table. Raspberries, soup, ice-cream, apples, and a pot of tea are on the table.
Glob: **Jija diik'azi!** (Red berries!)	He eats the raspberries.
Glob: **Jija diik'azi!** (Red berries!)	**SFX:** Lips smacking. He eats the raspberries.
Glob: **Tazili diik'azi!** (Red soup!)	He eats the soup.
SFX: Slurping	
Glob: **Sik'odzi diik'azi!** (Red ice cream!)	He eats the ice cream.
SFX: Lips smacking	

AUDIO	VISUAL
SCENE SIXTEEN	
Dried Meat: **Guja naniyaala.** (Did you arrive OK?)	Raspberry, Bannock and Dried Meat have united after their long flight. Dried Meat's mouth blinks to show he is talking.
Raspberry: **ʔoo.** (Yes.)	Raspberry's mouth blinks.
Bannock: **Gujaala.** (Are you OK?)	Bannock's mouth blinks.
Dried Meat: **ʔoo.** (Yes.)	Dried Meat's mouth blinks.
Bannock: **Gunistłi, naniyaa.** (I'm glad, because you came.)	Bannock's mouth blinks.
Raspberry: **Sini ju!** (Me too!)	Raspberry's mouth blinks.
Bannock: **Nanisʔi! Nanisʔi!** (Look! Look!)	Bannock's mouth blinks.
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob appears on the screen in the upper corner.
Dried Meat: **ʔuwana!** (Let's go – Bye!)	Dried Meat's mouth blinks.
Raspberry: **Naniyiistsoni.** (See you again.)	Raspberry's mouth blinks.

AUDIO	VISUAL
SCENE SEVENTEEN	
Saddle: **Danit’ada.** (How are you?)	Saddle and Bridle are on a romantic autumn walk.
Bridle: **Guja** (Fine.) **Moozini yik’a ʔat’a.** (It’s autumn.)	Bridle is staring romantically at Saddle.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	Saddle puts arm around Bridle.
Bridle: **ʔit’oosi nachidiniitład.** (Leaves are falling.)	Leaves fall around them.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **Dit’oni winiga nadidił.** (Eagles fly south.)	Eagle flies overhead.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **Gudinisk’oos.** (It’s cool.)	A light breeze shakes some leaves.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **ʔoo, magunisha!** (Yes, I know!)	

AUDIO	VISUAL
SCENE EIGHTEEN	
Grandmother: **ʔisu ʔistłina.** (I'm Grandmother.)	**Slide 68** Grandmother is smiling.
Grandfather: **ʔisagha ʔistłina.** (I'm Grandfather.)	**Slide 69** Grandfather is smiling.
Mother: **ʔinoo ʔistłina.** (I'm Mother.)	**Slide 70** Mother is smiling.
Father: **ʔitoo ʔistłina.** (I'm Father.)	**Slide 71** Father is smiling.
ʔilaana: **ʔilaana ʔistłina.** (I'm Alana.)	**Slide 72** Alana is smiling.
Jisi: **Jisi ʔistłina.** (I'm Jessie.)	**Slide 73** Jessie is smiling.
Ron: **Ron ʔistłina.** (I'm Ron.)	**Slide 74** Ron is smiling.
Beaver: **Michadikodi ʔistłina.** (I'm Beaver.)	**Slide 75** Beaver is smiling.
Musrat: **Task'oyi ʔistłina.** (I'm Muskrat.)	**Slide 76** Muskrat is smiling.
Raspberry: **Jija ʔistłina.** (I'm Raspberry.)	**Slide 77** Raspberry is smiling.
Bannock: **Nits'ist'aatii ʔistłina.** (I'm Bannock.)	**Slide 78** Bannock is smiling.

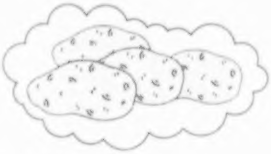
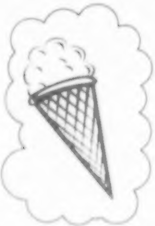
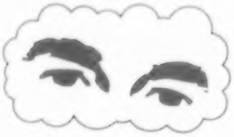
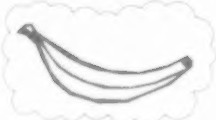
AUDIO	VISUAL
Dried Meat: Suni ʔistłina. (I'm Dried Meat.)	**Slide 79** Dried Meat is smiling.
Butch: Buchi ʔistłina. (I'm Butch.)	**Slide 80** Butch, in sunglasses, is smiling and holding a glass of lemonade.
SCENE NINETEEN	
Grandmother, Grandfather, Mother, Father, ʔilaana, Jisi, Ron. Nanadaayiitsoni! (We will see you all again soon!)	**Slide 81** A "family" shot including Butch and Beaver, all are waving good-bye.
SCENE TWENTY	
Theme Music	**Slide 82** **LOGO**
SCENE TWENTY-ONE	
Theme Music	**Credits**

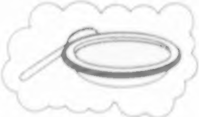
Name: ____________________ Grade: __________

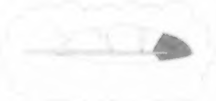
Unit: __________

Match the Words and Pictures

1. ʔinagha
2. ʔayuwa
3. t'oh
4. xants'ishdilshi
5. ch'at'agha
6. k'aja
7. sik'odzi
8. tazili





Name: ______________________ **Grade:** __________

Unit: __________

Draw a Picture of the Word in the Box

t'oh feather	task'oyi muskrat
ʔaguniłi beautiful	dit'oni eagle
diiyali diik'azi red apple	Diyi ch'at'agha diitsuw This is a yellow sun.

Nanagusja

Unit Four

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

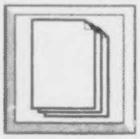
Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.



This icon means duplicating master.

This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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CONTENT OVERVIEW

Unit 4: Naming Things

Themes

New

1. Nature
2. Clothing
3. Black

Review

- Red, yellow
- Family
- Morning Routine
- Counting
- Animals
- Greetings
- Food
- Body Parts

Objectives

By completion of unit students will be able to:

1. Count from one to ten.
2. Say and understand "black".
3. Role play situations in nature.
4. Name natural items.
5. Review foods, body parts, red, yellow.
6. Name animals and identify body parts.
7. Name five things which can be black.
8. Say at least five weather phrases.
9. Recite dialogue from memory.
10. Sequence dialogue cards.
11. Draw one to three words as concrete poems.
12. Actively participate in games.
13. Complete written activities.
14. Name the following months – September, October, November, December.
15. Name clothing items.

Daily Routine

Indian Prayer

Ɂayaho ʔitoo diyi nisk’aagulagi naxoghanit’a
Diyi dzinisi guja nihila tł’agha ts’id-gu.
Daata ʔach’igunaazha diyi ts’idonaka guja
Tsuut’ina guja guginaxagu diyi ts’idonaka.
Diyi nihigunaxa duʔiduwah-gu. ɬitoo
naxoghanit’a.

Creator of this land you created, let us have a
good day till nightfall
For we do not know very much.
Let these young children learn to speak our
language
So our language will survive.
Have pity on us. Ɂayaho.

Greetings

Greet students as they enter and exit the class.

Attendance

What vocabulary/themes to review:

- **Nouns, verbs, phrases:** Ask the students to say one word or a phrase of their choice everyday for attendance.
- **Weather:** Review six weather phrases using illustrations completed by the class.

Calendar

Months: September, October, November, December
Days: Four days of the week
Numbers: One to ten and "how many"
Season: Summer and autumn

Game

Put a cryptic message on the board when the students enter.

Concrete Poem

Ask the students to draw two of the following and mount them on the bulletin board:

feather	t'oh
elk	dzazi
coyote	dik'oyi
leaves	ʔit'oosi
nose	ʔitsi
tail	ʔicha

Dialogue

A. Script: Naming Things

Jisi:
Tłik'a daayash.
(Let's walk around.)

Grandfather:
Gudinisk'oos nik'iyija doghanila.
(It's cool, put on your coat.)

ʔilaana:
Sini ju, sik'iyija doghastła
(I'll put my coat on, too.)

Jisi:
Tł'iitsin.
(That smells good.)

Grandfather:
Goh ʔat'a.
(That's the spruce trees.)

ʔilaana:
ʔit'oosi nachidiniitład.
(The leaves are falling.)

Jisi:
Dadiik'azi ʔuwa dadiitsuwi.
(They're red and yellow.)

Grandfather:
Nanisʔi! Dit'oni winiga nadiditsi.
(Look! The eagles are flying south.)

ʔilaana:
Naasiiʔi! Doo, dit'oni t'ogha.
(Look! Here's an eagle feather.)

Grandfather:
Misila gogunilini ʔata.
(It's a good sign. [of good luck])

Jisi:
Naasiiʔi! Dzazitsi mik'a.
(Look! An elk was here.)

Grandfather:
Naasiiʔi! Doo, ju dzazi-tsi mik'a.
(Look! An elk was here, too.)

ʔilaana:
Naasiiʔi! Nuwi natł'odoghatsi.
(Look! There's a rabbit.)

Jisi:
ʔuwa nuwi dik'oyitsi!
(And there's a coyote!)

Grandfather:
Dik'oyi-tsi midzanaghazud.
(The coyote must be hungry.)

ʔilaana and Jisi:
Doohi, midzanaghazudaʔa.
(He won't be hungry now.)

B. Explanation Activities

1. Ask the students to put their coats on and say "Sini ju, sik'iyichu doghastła.".
2. Show illustrations of different animals and ask the students to identify them, e.g., an eagle, elk, rabbit or coyote.
3. Bring in evergreen boughs for the students to smell and repeat "Tł'iitsin." (That smells good.)
4. Have the students make stick puppets of animals, pretend to be hungry, and chase one another saying, "I'm hungry.".
5. Use a large illustration or photo, and point to various body parts saying their names. In response, the students raise their right hands for "True" and left hands for "False".
6. Call a number from one to ten and have the students hold up the correct number of fingers.
7. Call a color and have students touch something that color.
8. Create a situation and say "K'ats'idinisni." (I'm scared.)
9. Bring in various clothing objects and have the students practice putting them on. The teacher says: "______ doghanila" (Put on your ______). Have the students do it while saying "______ doghasʔi" or "______ doghastła" (I'm putting on my ______).

Props for Dramatization

- Feather
- Leaves
- Spruce bark
- Coat

Alphabet	Grammar
ʔ	ʔoo (yes)
d	diyi (this, these)
tłi	tłich'a (dog)
dii	diich'i (four)
si	siniist'aa (me next)
dza	dzazi (elk)

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher acts out the following actions while the students guess what she is doing. Eventually the students could also be the actors:

Nanadanaayiitsoni.
(The teacher motions goodbye.)
Tł'iitsin.
(The teacher smells something and shows a pleased face.)
ʔit'oosi nachidiniitład.
(The teacher motions that leaves are falling.)
michadikodi
(The teacher acts like a beaver.)
task'oyi
(The teacher acts like a muskrat.)
dik'oyi
(The teacher acts like a coyote.)
ninagha
(The teacher acts like a bear.)
k'ats'idinisni
(The teacher acts scared.)
ʔistłi
(The teacher acts like a horse.)

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. Students have picture props on their desk.

- The teacher calls out "SIMON SAYS, SHOW ME YOUR ______________."

- The students point to that item.

- When the teacher gives a command without saying SIMON SAYS, the students should not do it. If they do, they are out.

- The game continues until only one person is left or teacher ends the game.

- With more able students, a student can be SIMON.

- One player is selected IT and goes to the middle of the circle.

Number Recognition Relay

Materials

- Two to four groups of students with equal number of members per group

- Blackboard

- A set of numbers randomly placed on the blackboard from one to forty, for each team

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a number and one member from each team runs to the blackboard, puts an X through the digit on the blackboard, runs back to the next team player, passes him or her the chalk, and moves to the back of the line.

- The relay continues.

- The team that completes the task first wins.

Word Comprehension Relay

Materials

- Two to four groups of students with equal number of members per group

- Blackboard

- Chalk

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on it, leaves the chalk on the board ledge, and runs to the back of the line.

- The team that completes the task first wins.

Spelling/Word Recognition

The teacher writes the following words on the blackboard and divides the class into two teams. The team with the best recognition score wins.

- Tłik'a daayash.
  (Let's walk around.)

  ʔuwaala?
  (Are you ready?)

- Nik'iyija doghanila.
  (Put on your coat.)

Diyi ʔi-tsi ʔat'a.
(This is a nose.)

- Tł'iitsin.
  (That smells good.)

Tł'iitsin.
(That smells good.)

- ʔuwaala?
  (Are you ready?)

Misila (gogunilin) ʔat'a.
(It's a good sign.)

- ʔit'oosi nachidiniitład.
  (The leaves are falling.)

Dik'oyi-tsi midzanaghazud.
(The coyote must be hungry.)

- Dzazi-tsi mik'a
  (An elk was here.)

Tłik'a daayash.
(Let's walk around.)

- Nanisʔi.
  (Look.)

Nik'iyija doghanila.
(Put on your coat.)

- Dik'oyi-tsi midzanaghazud.
  (The coyote must be hungry.)

ʔit'oosi nachidiniitład.
(The leaves are falling.)

- Misila (gogunilin) ʔat'a.
  (It's a good sign.)

Dzazi-tsi mik'a.
(An elk was here.)

- Diyi ʔi-tsi ʔat'a.
  (This is a nose.)

Nanisʔi.
(Look.)

Communicative Competency

Ask the students to work in pairs and make up skits/roles for the following situations, using as much Tsuut'ina as possible:

1. Go for a walk with a friend and describe what you see.
2. Make up a skit using the word "black".
3. Get ready to go out.
4. Get ready to have guests for your sister's/brother's birthday party.
5. Meet someone somewhere.

Rhythm Poems

Clap – Slap Beat

1. Tłik'adaayash! ʔuwaala.
   Cha, sini tadistsił yinisin.
   Chuwaʔsidzagha tadistsił yinisin.
   Chuwasicha tadistsilh yinisin.
   ʔuwa.
   ʔuwana.

2. Danit'aʔi? (How many?)
   1
   2
   3
   4
   5
   6
   7
   8
   9
   10
   Danit'aʔi? (How many?)

Total Physical Response

Teacher says	Students do the following
Numbers	**Hold up**
tłaasdiich'i (eight)	eight fingers
ʔatłik'aa (one)	one finger
taak'i (three)	three fingers
ʔakiyi (two)	two fingers
diich'i (four)	four fingers
guut'aa (five)	five fingers
gustoni (six)	six fingers
chiishch'idi (seven)	seven fingers
tłikuya (nine)	nine fingers
gunisnani (ten)	ten fingers
Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniiya. (Come in.)	pretend to open door and enter
Nido. (Sit down)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili naghanisko. (Pass the soup.)	pretend to pass soup
Diyi sik'odzi. (This is ice cream.)	pretend to lick ice cream cone
ʔisiino. (Let's eat.)	pretend to eat
Sidinaa. (Hurry up.)	move quickly on the spot
Show Me	**Point to**
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nitsi ʔasdaa ʔat'a. (Show me your nose.)	nose
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck

Nitsi ʔasdaa ʔat'a. (Show me your nose.)	nose
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nitsi ʔasdaa ʔat'a. (Show me your nose.)	nose
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs

Hygiene Instructions	**Pretend to**
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nicha tadistsił. (Wash your tail.)	wash tail

Conversation	**Pretend to**
Nik'iyija-chu doghanila. (Put on your coat.)	put on coat
Naniyiistsoni. (See you later.)	wave good bye

Colors	**Point to/touch something**
Diyi diitsuw. (This is yellow.)	yellow
Diyi diik'aas. (This is red.)	red
Diyi diitsuw. (This is yellow.)	yellow
Diyi dishgosh. (This is black.)	black
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black
Diyi diitsuw. (This is yellow.)	yellow
Diyi dishgosh. (This is black.)	black

Conversation	**Pretend to**
Gudinisk'oos. (It's cool.)	shiver as if cold
Nanisʔi. (Look.)	look up
ʔoo, magunisha. (Yes, I know.)	nod head
Tłik'a daayash. (Let's walk around.)	walk around classroom
Nido. (Sit down.)	sit down
Cha. (No.)	shake head
K'ats'idinisni. (I'm scared.)	pretend to be afraid

Numbers	**Hold up**
ʔatłik'aa (one)	one finger
ʔakiyi (two)	two fingers
taak'i (three)	three fingers
diich'i (four)	four fingers
guut'aa (five)	five fingers
gustoni (six)	six fingers
chiishch'idi (seven)	seven fingers
tłaasdiich'i (eight)	eight fingers
tłik'uyaa (nine)	nine fingers
gunisnani (ten)	ten fingers

Culture

Story/Legend

The Origin of Land (As Related by Tsuut'ina Elder, George Runner)

Old Man once quarrelled with a little bird and said to it "You are too small to talk to me. I'll kill you if I wish".

The bird was angry and answered "Well, kill me if you want to."

Then the bird went away and made a tiny bow and arrow, while Old Man lay down on top of a hill and slept. The bird returned and, creeping up to him, shot him in the side. Old Man slid down the hill leaving a big groove, which is visible to this day, near the tracks that were left by the bird. Presently, Old Man rose to his feet and walked toward the south; but the blood that dripped from him as he walked changed to ochre. The blood became darker with age. It is from these ochre deposits that the Indians derive their various paints. Old Man stayed for a time on the other side of MacLeod, where there is a river called the "Old Man River".

The Dance

Men's Traditional Dance

The dancers are telling the story of a hunter stalking its prey. Dancers have various colored ribbons on their outfits and long cloth leggings. Headgear is either a war-bonnet or a porcupine roach. The dancer only wears one bustle which has a decorated bustle trailer suspended from the bustle and can hang to the ankle.

Craft

Breastplate – Materials: pony beads, long bone beads, leather strips and sinew. Students use their own colors and designs.

The Feast

Christmas Feast – the same as the Feast for Fall

Speaker (An Elder)

An Elder will be invited in the traditional way with tobacco and a meter of white cotton print. Students will be taught how to make a correct request to an Elder and how to treat the Elder.

Reading/Writing

Cryptic Messages

The teacher writes the following word, phrase or sentence on the board leaving some of the letters out. The students must guess the letters to solve the message and then act out the phrase to show that they understand it. The teacher may wish to promise the students a reward if they ever get the message in less than ONE TRY!! Do not use English. This activity should help the students to predict letters and show their familiarity with Tsuut'ina script. In later units the students can make up their own messages.

1. Danit'ada? (How are you?) Guja. (I'm fine.)
2. Use names of animals.
3. Use names of body parts.
4. Use names of colors.
5. Use names of food.
6. Use phrases from dialogue.

Story Models

The teacher writes a phrase on the board and explains in Tsuut'ina (using actions and diagrams, if necessary) the meaning. The teacher then invites the students to draw pictures which illustrate the phrase. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write as many sentences as they can and illustrate each one. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

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Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text!

Dinischa. (I'm skinny.)
Xants'ishdilshi saghaniko. (Pass the potatoes.)
Nits'ist'aatii saghaniko. (Pass the bannock.)
Suni saghaniko. (Pass the dried meat.)
Tazili saghaniko. (Pass the soup.)
Sik'odzi saghaniko. (Pass the ice cream.)
ʔit'oosituwa saghaniko. (Pass the tea.)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Diyi ʔinagha ʔata.	(These are eyes.)
Diyi ʔinagha ʔata.	(These are eyes.)

Diyi ʔinagha ʔata.	(These are eyes.)
Diyi ʔinagha nichow.	(These are big eyes.)

Ask the students to complete these sentences and draw pictures to match them. Do not show them the English text!

Diyi ________ diitsuw. (This is yellow.)
Diyi ________ diik'aas. (This is red.)
Diyi ________ dishgosh. (This is black.)
Diyi ________ diik'aas. (This is red.)
Diyi ________ dishgosh. (This is black.)
Diyi ________ diitsuw. (This is yellow.)
Diyi ________ dishgosh. (This is black.)

The teacher discusses who might make the statement below. Students could draw cartoon-like characters with this statement in bubble captions. Do not show them the English text!

"K'ats'idinisni." (I'm scared.)

Evaluation

True – False

Use the happy face evaluation shee.

1. Point to a spruce tree and say "goh ʔat'a". (That's a spruce tree.) – True
2. Point to yellow and say "diik'aas". (red) – False
3. Point to a coat and say "k'iyija". (coat) – True
4. Point to a horse and say "natł'odoghatsi". (rabbit) – False
5. Smell a flower and say "tł'iitsin". (That smells good.) – True
6. Hold up ten fingers and say "guut'aa". (five) – False
7. Point to your nose and say "Diyi ʔiwas ʔat'a". (leg) – False
8. Point to a black horse and say "Diyi ʔistłi dishgosh". (This is a black horse.) – True
9. Point to your legs and say "Diyi siwus ʔat'a". (This is a leg.) – True
10. Look scared and say "K'ats'idinisni". (I'm scared.) – True

Sequencing

The students are given the text of the dialogue and must order the sentences, then read it aloud.

Application Of Dialogue

Ask the students to create a skit about a scene similar to the dialogue. Evaluate according to:

1. Skit – accuracy and creativity
    0 – experiencing difficulty
    1 – needs further instruction/practice
    2 – satisfactory
    3 – very good
2. Pronunciation
    0 – experiencing difficulty
    1 – needs further instruction/practice
    2 – satisfactory
    3 – very good

Recite Dialogue

Self-Evaluation

Ask the students to write a paragraph about what they liked or what they learned.

Observation Checklist

Use the Observation Checklist Duplicating Master.

For student self-evaluation, use the following duplicating masters:

Self-Evaluation
Feedback for Unit
ʔOO (Yes/True) CHA (No/False) – the happy face sheet

Additional Evaluation Ideas

True – False

Give each student a card. One side of the card says "Yes", the other side says "No". The students hold up the appropriate card in response to the teacher's statements. The teacher gives five to ten statements.

Listening Comprehension

To see if the students comprehend what is taught, do activities like SIMON SAYS or listen to the statements the teacher makes. This exercise is to see if the students understand the words used.

Sequencing

Using the dialogue cards, see if the students can arrange the cards in the order of the events. Hand out the dialogue cards to the students and call out which student has #1, #2 and so on. Have the students recite the phrase that goes with each card.

Reading – Writing

Start printing at the end of Unit Four or, if the students know or understand, they can read or write/print as an added teaching resource.

Application of Dialogue

The students know the dialogue by now, so ask them to do a presentation to the class. This can be started on Unit Five.

Recite Dialogue: (Poems, Songs, Dialogue)

These techniques are used for testing the comprehension level of each student's progress and participation. Begin at Unit One.

Dialogue Scene

The teacher evaluates the students for pronunciation and dramatization.

1. Pronunciation:
   0 – can't understand
   1 – can understand most words
   2 – clearly spoken, some mistakes
   3 – clearly spoken, no errors

2. Dramatization:
   0 – will not participate
   1 – does not seem to understand but can mimic
   2 – shows comprehension, but is still shy
   3 – very good comprehension and dramatization

Self-Evaluation

Begin in Unit Two. Students are asked to complete a checklist of activities they enjoy/do not enjoy. They may also write a paragraph about what they learned

This month in class I learned ...

Observation/Additional Checklists

The teacher completes a chart for each student.

Name: ____________________ Grade: ________

Unit: ________

Missing Letter or Word Search

Fill in the missing letters.

1. ʔ i _ ’ _ _ _ _
   _ _ c h _ _ _ n _ _ t _ _ _ .

2. D _ _ ’ _ y _ - _ s _ _
   m i _ _ a n _ _ h a _ u d.

3. D i _ _ _ a n i - _ _ i
   _ _ s h _ _ _ _ .

4. ʔ _ _ a a _ _ .

5. K ’ _ _ _ ’ i d _ _ _ _ _ _ .

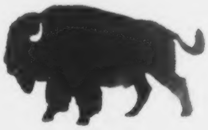
6. D _ _ _ _ _ _ _ ’ _ _ _ ? Chishch’idi.

Name: ______________________ Grade: __________

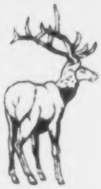
Unit: __________

Match the Words and Pictures

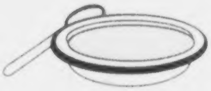
1. ʔida



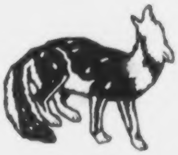
2. xani-tii



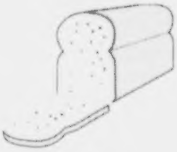
3. dzazi



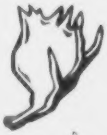
4. dik'oyi



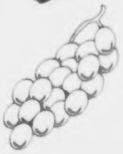
5. tazili



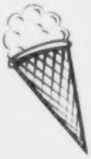
6. nits'ist'aa-tii



7. sik'odzi



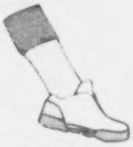
8. jija



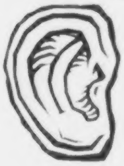
Name: ______________________ Grade: __________

Unit: __________

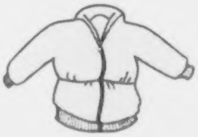
Match the Words and Pictures



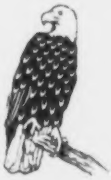
1. dit’oni



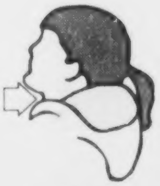
2. k’iyija



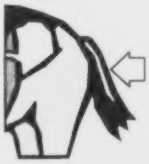
3. ʔik’us



4. ʔinagha

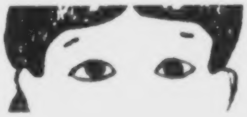


5. sidzagha



6. micha

7. ʔiwas



Name: ______________________

Grade: __________

Unit: __________

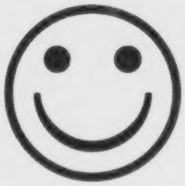
Draw These Words or Scenes

Diyi natł'odoghatsii ʔat'a.	Sini tadistsił.
Sitsagha nanisgasa.	xants'ishdilshi
tłich'a	dluna

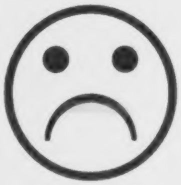
Name: ______________________ Grade: __________

Unit: __________

True – False



ʔOO (YES/TRUE)



CHA (NO/FALSE)

1. Dzazi-tsi mida niduwa.
2. Ts'idonaka ʔistłika ʔaginilin.
3. Michadikodi tu ʔats'inilo.
4. Dik'oyi-tsii dluna ʔisno ʔanilin.
5. Natł'odogha-tsii gutłuwi. Ɂisno?
6. Dluna doni ʔisno ʔanili.

Name: ____________________ **Grade:** ________

Unit: ________

All About You

Answer the following questions:

1. Nizi dit'aʔa?

____

2. Dit'a nizasa?

____

3. Dit'a doni ʔanilini?

____

4. Dit'a ka ʔanilini?

____

5. Dit'a ka ʔanilini?

____

UNIT 4 – SCRIPT

AUDIO	VISUAL
SCENE ONE **Song or chant**	**LOGO: Nanagusja**
SCENE TWO	
Jisi: **Tłik'a daayash.** (Let's walk around.)	**Slide 1** Jessie motions to her Grandfather to go outside.
Grandfather: **Gudinisk'oos nik'iyija doghanila.** (It's cool, put on your coat.)	**Slide 2** Grandfather points to his coat hanging on a hook by a door.
ʔilaana: **Sini ju, sik'iyija doghastła.** (I'll put my coat on, too.)	**Slide 3** Alana is putting on her coat.
Jisi: **Tł'iitsin.** (That smells good.)	**Slide 4** Jessie is in the woods. Her eyes are closed and she looks like she is smelling the air.
Grandfather: **Goh ʔat'a.** (That's the spruce trees.)	**Slide 5** Grandfather is pointing to/touching a spruce tree.
ʔilaana: **ʔit'oosi nachidiniitład.** (The leaves are falling.)	**Slide 6** Alana is pointing at falling leaves.
Jisi: **Dadiik'azi ʔuwa dadiitsuwi.** (They're red and yellow.)	**Slide 7** Red and yellow spruce and poplar leaves.
Grandfather: **Nanisʔi! Dit'oni-tsi winiga nadidił.** (Look! The eagles are flying south.)	**Slide 8** An eagle is soaring in the sky.
ʔilaana: **Naasiiʔi! Doo, dit'oni t'ogha.** (Look! Here's an eagle feather.)	**Slide 9** An eagle feather is on the ground.

AUDIO	VISUAL
Grandfather: Misila gogunilini ʔata. (It's a good sign. [of good luck])	**Slide 10** Grandfather is holding the feather.
Jisi: Naasiiʔi! Dzazitsi mik'a. (Look! An elk was here.)	**Slide 11** Jessie's hand is pointing to elk tracks.
Grandfather: Naasiiʔi! Doo, ju dzazitsi mik'a. (Look! An elk was here, too.)	**Slide 12** Grandfather's hand is pointing to some elk hide caught in the bark of a tree.
ʔilaana: Naasiiʔi! Nuwi natł'odogha-tsi. (Look! There's a rabbit.)	**Slide 13** A rabbit is hopping through the field.
Jisi: ʔuwa nuwi dik'oyitsi! (And there's a coyote!)	**Slide 14** A coyote is standing alone in the field.
Grandfather: Dik'oyi-tsi midzanaghazud. (The coyote must be hungry.)	**Slide 15** A coyote is looking hungry.
ʔilaana and Jisi: Doohi, midzanaghazudaʔa. (He won't be hungry now.)	**Slide 16** The coyote chasing a rabbit.
SCENE THREE	**LOGO:** Animated letters greeting each other.
Jisi: Tłik'a daayash. (Let's walk around.)	**Slide 17** Word/Phrase in Tsuut'ina
Grandfather: Gudinisk'oos nik'iyija doghanila. (It's cool. Put your coat on.)	**Slide 18** Word/Phrase in Tsuut'ina
ʔilaana: Sini ju, sik'iyija doghastła. (I'll put my coat on, too.)	**Slide 19** Word/Phrase in Tsuut'ina
Jisi: Tł'iitsin. (That smells good.)	**Slide 20** Word/Phrase in Tsuut'ina

AUDIO	VISUAL
Grandfather: **Goh ʔat'a.** (That's the spruce trees.)	**Slide 21** Word/Phrase in Tsuut'ina
ʔilaana: **ʔit'oosi nachidiniitład.** (The leaves are falling.)	**Slide 22** Word/Phrase in Tsuut'ina
Jisi: **Dadiik'azi ʔuwa dadiitsuwi.** (They're red and yellow.)	**Slide 23** Word/Phrase in Tsuut'ina
Grandfather: **Nanisʔi! Dit'oni winiga nadidił.** (Look! The eagles are flying south.)	**Slide 24** Word/Phrase in Tsuut'ina
ʔilaana: **Nanisʔi! Doo, ditoni t'ogha.** (Look! Here's an eagle feather.)	**Slide 25** Word/Phrase in Tsuut'ina
Grandfather: **Misila gogunilina ʔata.** (It's a good sign. [good luck]).	**Slide 26** Word/Phrase in Tsuut'ina
Jisi: **Nanisʔi! Dzazi-tsi mik'a.** (Look! An elk was here.)	**Slide 27** Word/Phrase in Tsuut'ina
Grandfather: **Nanisʔi! Doo, ju dzazi-tsi mik'a.** (Look! An elk was here, too.)	**Slide 28** Word/Phrase in Tsuut'ina
ʔilaana: **Nanisʔi! Nuwi natł'odogha-tsi.** (Look! There's a rabbit.)	**Slide 29** Word/Phrase in Tsuut'ina
Jisi: **ʔuwa nuwi dik'oyi-tsi!** (And there's a coyote!)	**Slide 30** Word/Phrase in Tsuut'ina
Grandfather: **Dik'oyi-tsi midzanaghazud.** (The coyote must be hungry.)	**Slide 31** Word/Phrase in Tsuut'ina
ʔilaana and Jisi: **Du midzanaghazudigu.** (He won't be hungry now.)	**Slide 32** Word/Phrase in Tsuut'ina

AUDIO	VISUAL
SCENE FOUR	
Music: Instrumental	**LOGO:** Animated numbers
Voice Over: **ʔitłik'aa, ʔakiyi, taak'i, diich'i, guut'aa, gustoni, chishch'idi, tłaasdiich'i tłik'uyaa, gunisnani.** (One, two, three, four, five, six, seven, eight, nine, ten.)	Ten raspberries plop into a jar, one at a time.
SCENE FIVE	
SFX: Laughing mask	**LOGO:** Indian mask
Butch: **Diyi ʔinagha.** (These are eyes.)	Butch is putting on make-up/costume parts to look like an elk.
Butch: **Diyi ʔitsi ʔat'a.** (This is a nose.)	
Butch: **Diyi ʔidzagha ʔat'a.** (These are ears.)	
Butch: **Diyi ʔik'us ʔat'a.** (This is a neck.)	
Horse: **Diyi ʔida ʔat'a.** (These are antlers.)	
Butch: **Dzazi maka!** (What a beautiful elk!)	He admires himself in the mirror.
SCENE SIX	
Mother: **Diyi dishgosh.** (This is black.)	A black screen
ʔilaana: **Diyi tsa dishgosh.** (This rock is black.)	A black rock

AUDIO	VISUAL
Jisi: **Diyi xani-tii dishgosh.** (This buffalo is black.)	A black buffalo
Ron: **Diyi tsagha dishgosh.** (This hair is black.)	Black hair
Father: **Diyi gusitł'a dishgosh.** (This bead is black.)	Black pony bead
Grandfather: **Diyi t'oh dishgosh.** (This feather this black.)	A black feather
Mother: **Diyi ʔistłi dishgosh.** This horse is black.)	Butch, in bright high-top cowboy boots is walking, holding a grocery bag. He slips in a mud puddle and gets covered in dark mud.
SCENE SEVEN	
Beaver: **Guja ʔiyistsad.** (I ate well.)	Beaver and Muskrat have completed dinner. There is an outdoor fire, wooden table, and trees in background.
Muskrat: **Tłik'a daayash! Ɂuwaala?** (Let's go for a walk. Are you ready?)	Question mark flashes above Muskrat.
Beaver: **Chuwa! Sini tadistsił yinisin.** (Wait! I need to wash my face.)	Water is splashing from Beaver's face as he washes it with his hands.
Muskrat: **Sini ju.** (Me, too.)	
Muskrat: **Ɂuwaala?** (Are you ready?)	
Beaver: **Chuwa! Sidzagha tadistsił yinisin.** (Wait! I need to wash my ears.)	Water is splashing from Beaver's ears.

AUDIO	VISUAL
Muskrat: **ʔuwaala?** (Are you ready?)	
Beaver: **Chuwa! Sicha tadistsił yinisin.** (Wait! I need to wash my tail.)	Water is splashing from Beaver's tail.
Muskrat: **ʔuwaala?** (Are you ready?)	
Beaver: **Chuwa! Sicha tadistsił yinisin.** (Wait! I need to wash my tail.)	Water is splashing from Beaver's ears.
Muskrat: **ʔuwaala?** (Are you ready?)	
Beaver: **Chuwa! Sicha tadistsił yinisin.** (Wait! I need to wash my tail.)	Water continues to splash from Beaver's ears.
Muskrat: **ʔuwaala?** (Are you ready?)	
Beaver: **ʔoo.** (Yes.)	As Beaver moves, his tail swings and bats Muskrat who spins around like a top.
SFX: Boing!	Muskrat is knocked over with a cloud of stars above his head and eyes goggling.
SCENE EIGHT	
Mother: **Diyi ʔicha ʔat'a.** (This is a tail.)	A rabbit's tail
ʔilaana: **Diyi ʔicha ʔat'a.** (This is a tail.)	A horse's tail

AUDIO	VISUAL
Jisi: **Diyi ʔicha ʔat'a.** (This is a tail.)	An eagle's tail
SFX: A whistle of awe	
Ron: **Diyi ʔicha ʔat'a !** (This is a tail!) (More emphatically stated.)	A beaver's tail
Mother: **Diyi ʔiwus ʔat'a.** (These are legs.)	A pair of beautiful lady's legs
ʔilaana: **Diyi ʔiwus ʔat'a.** (These are legs.)	A pair of buffalo legs
Jisi: **Diyi ʔiwus ʔat'a.** (These are legs.)	A pair of eagle's legs
Ron: **Diyi ʔiwus ʔat'a!** (These are legs!)	Butch is wearing four high-top mutli-colored runners and leg warmers.
SCENE NINE	
Bridle: **ʔizists'i!** (Listen!)	Saddle is staring romantically at Bridle. His hanging arm is pressing buttons on a tape recorder to make the sound effects. He presses the button four times.
SFX: Dog barking	
Saddle: **Hat'a tłich'a-tsi ʔat'a.** (It's just a dog.)	
Bridle: **K'ats'idinisni.** (I'm scared.)	Bridle moves closer to Saddle.
Bridle: **ʔizists'i!** (Listen!)	

AUDIO	VISUAL
SFX: Frogs croaking	
Saddle: **Hat'a tashkashi-tsi ʔat'a.** (It's just a frog.)	
Bridle: **K'ats'idinisni.** (I'm scared.)	Bridle moves closer to Saddle.
Bridle: **Daginiit'ada?** (How many?)	
SFX: Ribbit! Ribbit!	
Young voice: **ʔakiyi.** (Two)	
Bridle: **ʔizists'i!** (Listen!)	
Saddle: **Hat'a** (It's just a….)	
Bridle: **Daginiit'ada?** (How many?)	
Young voice: **Tłaasdiich'i.** (Eight.)	
Bridle: **ʔizists'i!** (Listen!)	
Saddle: **Hat'a** (It's just a….)	

AUDIO	VISUAL
Bridel: **Daginiit'ada?** (How many?)	
Young voice: **Diich'i.** (Four.)	
Ron: **Daginiitada?** (How many?)	A mother bear is with her two cubs.
SFX: growls	
Young voice: **Taak'i.** (Three.)	
Father: **Daginiitada?** (How many?)	Five elk are scratching their antlers.
SFX: Scratch, scratch	
Young voice: **Guut'aa.** (Five.)	
Father: **Daginiitada?** (How many?)	Ten buffalo are chewing cud.
SFX: Cud chewing sounds	
Young voice: **Gunisnani.** (Ten.)	
Father: **Daginiitada?** (How many?)	Seven crows are perched on an electric line.
SFX: Cawing	
Young voice: **Chishch'idi.** (Seven.)	

AUDIO	VISUAL
Father: **Daginiitada?** (How many?)	Nine fish are swimming.
SFX: Water splashing	
Young voice: **Tłikuyaa.** (Nine.)	
SCENE TEN	
Mother: **Diyi natł’odogha-tsi ʔat’a.** (This is a rabbit.)	A rabbit
ʔilaana: **Diyi ʔistłi ʔat’a.** (This is a horse.)	A horse
Jisi: **Diyi tłich’a-tsi ʔat’a.** (This is a dog.)	A dog
SCENE ELEVEN	
Father: **Diyi dit’aaʔa?** (What’s this?)	Two rabbit ears are drawn on screen.
Young voice: **Diyi ʔidzagha ʔat’a.** (These are ears.)	
Father: **Diyi dit’aaʔa?** (What’s this?)	Two rabbit eyes pop on screen below ears.
Young voice: **Diyi ʔinagha.** (These are eyes.)	
Father: **Diyi dit’aaʔa?** (What’s this?)	Rabbit’s nose pops on screen.

AUDIO	VISUAL
Young voice: **Diyi ʔitsi ʔat'a.** (This is a nose.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Rabbit neck is drawn on screen.
Young voice: **Diyi ʔik'us ʔat'a.** (This is a neck.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Rabbit tail pops on screen.
Young voice: **Diyi ʔicha ʔat'a.** (This is a tail.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Two rabbit legs pops on screen.
Young voice: **Diyi ʔiwas ʔat'a.** (These are legs.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Outline of a rabbit's body is drawn on screen
Young voice: **Diyi natl'odogha-tsi ʔat'a.** (This is a rabbit.)	
SCENE TWELVE	
Eagle: **ʔuwaala?** (Are you ready?)	Eagle is flapping his wings in a rush to get everyone on their way. Elk, Dog, Rabbit, and Bear are grooming themselves, fighting over a mirror, getting into tiffs. Finally, everyone is ready.
Elk: **Sitsagha nanisgasa.** (I'm combing my hair.)	

AUDIO	VISUAL
Bear: **Sini tadistsił.** (I'm washing my face.) **Rabbit:** **Sidzagha tadistsił.** (I'm washing my ears.) **Dog:** **Sicha tadistsił.** (I'm washing my tail.) **Bear:** **Siwas tadistsił.** (I'm washing my legs.) **Rabbit:** **Siniist'aa!** (It's my turn!) **Dog:** **Siniist'aa!** (It's my turn!) **Eagle:** **Sidinaa!** (Hurry up!) **Elk:** **Dunazits'i!** (Keep Quiet!) **Eagle:** **ʔuwana!** (Let's go!) **Dog:** **ʔuwa.** (We're ready.) **Bear:** **Diyi ts'iyinagh ʔagunili!** (This is the life!)	Eagle is flying with Bear on his back and Elk between his claws. Dog is hanging onto Elk's tail by his teeth. Rabbit is hanging onto Elk's antlers.

AUDIO	VISUAL
SCENE THIRTEEN **Glob:** **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!) **Waitress:** **Nits'ist'aatii k'ajag.** (Bannock is ready.) **Glob:** **Diyi nits'ist'aatii ʔagunili.** (This bannock is good.) **Waitress:** **Xants'ishdilshi k'ajag.** (Potatoes are ready.) **Glob:** **Diyi xants'ishdilshi ʔagunili.** (These potatoes are good.) **Waitress:** **Tazili k'ajag.** (Soup is ready.) **Glob:** **Diyi tazili ʔagunili.** (This soup is good.) **Waitress:** **Suni k'ajag.** (Dried meat is ready.) **Glob:** **Diyi suni ʔagunili.** (This dried meat is good.) **Waitress:** **Diiyali k'ajag.** (Apples are ready.) **Glob:** **Diyi diiyali ʔagunili.** (These apples are good.)	Glob with rows of shark-like teeth rolls/flows down the side of the screen next to the rodeo concession stand. The concession stand has a conveyor belt in front. A waitress with long black braids has her back to the screen. She shouts out food items that pop into the conveyor belt and roll across the screen. Glob has his mouth open at the end of the conveyor belt and food items fall off into his mouth.

AUDIO	VISUAL
Waitress: **ʔayuwa k'ajag.** (Bananas are ready.)	
Glob: **Diyi ʔayuwa ʔagunili.** (These bananas are good.)	
Waitress: **Jija k'ajag.** (Berries are ready.)	
Glob: **Diyi jija ʔagunili.** (These berries are good.)	
Waitress: **ʔt'oosituwa k'ajag.** (Tea is ready.)	
Glob: **Diyi ʔ't'oosituwa ʔagunili.** (This tea is good.)	
SFX: Boing!	Waitress turns around and braids stand on end in shock at seeing Glob.
SCENE FOURTEEN	
Jisi: **Dzazi-tsi mik'a.** (An elk was here.)	Elk tracks are on the screen. An elk's head in the upper corner of the screen shows whose tracks they are.
Jisi: **Xani-tii-tsi mik'a.** (A buffalo was here.)	Buffalo tracks are on the screen. A buffalo's head in the upper corner of the screen shows whose tracks they are.
Jisi: **Dik'oyi-tsi mik'a.** (A coyote was here.)	Coyote tracks are on the screen. A coyote's head in the upper corner of screen shows whose tracks they are.
Jisi: **Natł'odogha-tsi mik'a.** (A rabbit was here.)	Rabbit tracks are on the screen. A rabbit's head in the upper corner of screen shows whose tracks they are.

AUDIO	VISUAL
Jisi: **Tłich'a-tsi mik'a.** (A dog was here.)	Dog tracks are on screen. A dog's head in the upper corner of screen shows whose tracks they are.
Jisi: **Dit'oni-tsi mik'a.** (An eagle was here.)	Eagle tracks are on screen. An eagle's head in the upper corner of screen shows whose tracks they are.
Jisi: **Michadikodi-tsi mik'a.** (A beaver was here.)	Beaver tracks are on screen. A beaver's head in the upper corner of screen shows whose tracks they are.
Jisi: **Diyi dit'aaʔa?** (What's this?) **Buchi-tsi mik'a.** (Oh! Butch was here.)	Horse tracks are on screen. A horse's head in the upper corner of screen shows whose tracks they are.
SCENE FIFTEEN	
Eagle: **Doo nanaadal.** (We're here.) **Elk:** **Nanaadal.** (We've arrived.)	Same shot as end of Scene Thirteen.
Frog: **Kuniya. Guanistłi naniyaa.** (Come in. I'm glad you came.) **Frog:** **Nido. Danit'ada?** (Sit down. How are you?) **Bear:** **Sidzanaghazud!** (I'm hungry!) **Rabbit:** **Sidzanaghazud!** (I'm hungry!)	Frog greeting the animals. As each animal

AUDIO	VISUAL
Dog: **Sidzanaghazud!** (I'm hungry!)	
Bear: **Dunazits'i.** (Keep quiet.)	
Rabbit: **Hat'alaju, sidzanaghazud!** (But, I'm hungry!)	
Dog: **Nihidzanaghazud!** (We're hungry!)	
Frog: **Danit'ada, dit'oni?** (How are you Eagle?)	
Eagle: (Groans.)	Eagle with wings flapping, collapses. Stars blink above his head.
SFX: Wings flapping and a thud	
SCENE SIXTEEN	
Grandmother: **Nikiyija doghanila.** (Put on your coat.)	**Slide 1** Grandmother holding a coat.
Ron: **Sik'iyija doghasʔi.** (I'm putting on my coat.)	**Slide 2** Ron is putting on the coat.
Grandmother: **Nitsinaat'iya doghanila.** (Put on your hat.)	**Slide 3** Grandmother is holding a cowboy hat.
Ron: **Sitsinaat'iyi doghastła.** (I'm putting on my hat.)	**Slide 4** Ron is putting on a cowboy hat.
Grandmother: **Xaniya.** (Go outside.)	**Slide 5** Grandmother is pointing to the door.

AUDIO	VISUAL
Ron: **Ts'o xashaha?a.** (I'm going outside.)	**Slide 6** Ron is walking out the door.
Grandmother: **Nanaayistsoni.** (See you later.)	**Slide 7** Grandmother is waving at Ron.
Ron: **Nanaayistsoni.** (See you later.)	**Slide 8** Ron is outside waving back.
SCENE SEVENTEEN	
Butch: **Sitsinaat'iyi diik'azi doghas?i.** (I'm putting on my red hat.)	Butch is getting dressed. Clothing pops onto him as he talks.
Butch: **Sikasts'aga dishgosh doghas?i.** (I'm putting on my black boots.)	
Butch: **Sik'iyiji diitsuwi doghas?i.** (I'm putting on my yellow coat.)	
Butch: **?istłi magunilini!** (What a beautiful horse!)	Butch is fully dressed. He is looking at a filly walking by the window.
Offscreen Voice: **?uwa guts'uuwa, Buchi!** (Go for it, Butch!)	A hoof pushes Butch across the screen as if to follow the filly.
SCENE EIGHTEEN	
Beaver: **?uwaala?** (Are you ready?)	Beaver is beside an old-fashioned camera.
Muskrat: **Dlaana, sitsinaat'iyi dishgoshi.** (Pass my black hat.)	Clothes pop onto Muskrat as he makes his requests.
Muskrat: **Dlaana, sikasts'aga diik'azi.** (Pass my red boots.)	

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AUDIO	VISUAL
Muskrat: **Dlaana, sik'iyiji-chu diitsuwi.** (Pass my yellow coat.)	
Beaver: **ʔuwaala?** (Are you ready?)	Beaver is beside an old-fashioned camera.
Muskrat: **ʔoo.** (Yes.)	Muskrat is fully dressed.
SFX: Coyote howling	
	Muskrat looks scared. Eyes/mouth blinks.
SFX: Coyote howling	
Beaver: **ʔuwaala?** (Are you ready?)	Beaver is holding Muskrat.
	Muskrat is smiling.
SFX: Camera clicking making "poof" sound	Screen blinks.
SCENE NINETEEN	
Moon: **Guanistłi naniyaa.** (Glad you could come.)	Moon appears in sky. Stars pop into sky.
Star A: **Danit'ada?** (How are you?)	First star blinks/chats with Moon.
Moon: **Guja.** (Fine.)	
Star B: **Danit'ada?** (How are you?)	Second star blinks/ chats with Moon.

AUDIO	VISUAL
Moon: **Guja.** (Fine.) **Star C:** **Danit'ada?** (How are you?) **Moon:** **Guja.** (Fine.) **Stars:** **Nanaayistsoni.** (See you later, tomorrow.)	Third star blinks/ chats with Moon. All the stars blink/say goodnight to Moon as Sun begins to rise on the horizon.
SCENE TWENTY **Grandmother, Grandfather, Mother, Father, ʔilaana, Jisi, Ron:** **Nanaayiistsoni!** (We will see you all again soon.)	A "family" shot including the graphic Butch and Beaver, all are waving good-bye.
SCENE TWENTY-ONE **Theme Music**	**LOGO**
SCENE TWENTY-TWO **Theme Music**	**Credits**

Name: ______________________ Grade: __________

Unit: __________

Missing Letter or Word Search

Fill in the missing letters.

1. **ʔ**i**t**’**oosi** **na**ch**idi**n**ii**t**ład**.

2. D**ik**’**o**y**i**-**t**s**ii** mi**dz**an**ag**ha**z**ud.

3. Di**yi** xani-**t**ii **d**ish**gosh**.

4. **ʔuw**aa**la**.

5. K’**ats**’id**inisni**.

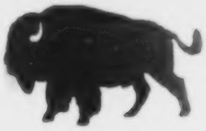
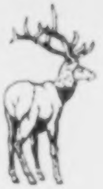
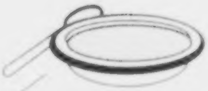
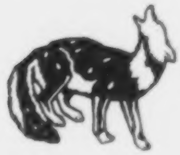
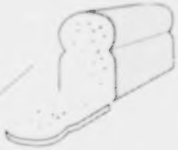
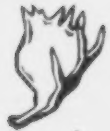
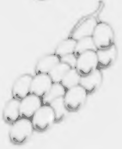
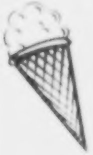
6. D**aginiit**’**ada**? Chishch’idi.

Name: ______________________ Grade: __________

Unit: __________

Match the Words and Pictures

1. ʔida
2. xani-tii
3. dzazi
4. dik'oyi
5. tazili
6. nits'ist'aa-tii
7. sik'odzi
8. jija

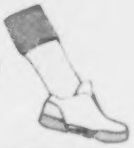
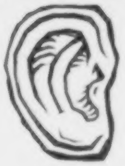
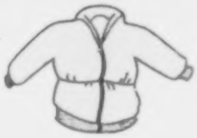
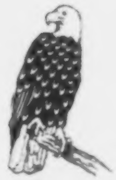
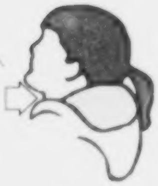
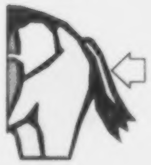
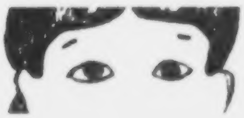









Name: ______________________ Grade: __________

Unit: __________

Match the Words and Pictures

1. dit’oni
2. k’iyija
3. ʔik’us
4. ʔinagha
5. sidzagha
6. micha
7. ʔiwas

Name: ______________________________ **Grade:** __________

Unit: __________

Draw These Words or Scenes

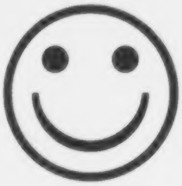
Diyi natł'odoghatsii ʔat'a. This is a rabbit.	Sini tadistsił. I'm washing my face
Sitsagha nanisgasa. I'm combing my hair	xants'ishdilshi potatoes
tłich'a dog	dluna mouse

Name: ______________________ **Grade:** __________

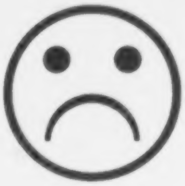
Unit: __________

True – False

ʔOO (YES/TRUE)



CHA (NO/FALSE)



1. Dzazi-tsi mida niduwa. (An elk does not have horns.)

2. Ts’idonaka ʔistłika ʔaginilin. (Children like horses.)

3. Michadikodi tu ʔats’inilo. (A beaver does not like water.)

4. Dik’oyi-tsii dluna ʔisno ʔanilin. (Coyotes like to eat mice.)

5. Natł’odogha-tsii gutłuwi. ʔisno. (Rabbits can eat grass.)

6. Dluna doni ʔisno ʔanili. (Mice like to eat meat.)

Name: ____________________ **Grade:** __________

Unit: __________

All About You

Answer the following questions:

1. Nizi dit'aʔa?
   What is your name?

2. Dit'a nizasa?
   How old are you?

3. Dit'a doni ʔanilini?
   What food do you like?

4. Dit'a ka ʔanilini?
   What shoes do you like?

5. Dit'a ka ʔanilini?
   Draw and name a favorite beaded outfit.

Nanagusja

Unit Five

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

🗐 This icon means duplicating master.

🔑 This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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CONTENT OVERVIEW

Unit 5: The Eagle and Winter

Themes

New

1. Eagle
2. Winter
3. White, big, small

Review

- Nature
- Clothing
- Red, yellow, black
- Morning Routine
- Counting
- Animals
- Food
- Body Parts
- Family
- Greetings

Objectives

By completion of this unit the students will be able to:

1. Count from one to twenty, and answer "how many?".
2. Say and understand "white".
3. Role play visiting a wildlife museum.
4. Name animals and body parts.
5. Review food,color, body parts, animals, clothing.
6. Name five things which can be black.
7. Say six weather phrases.
8. Say "January".
9. Say five days of the week.
10. Recite dialogue from memory.
11. Draw one to three words as concrete poems.
12. Actively participate in games.
13. Complete written activities.
14. Talk about autumn and winter.

Daily Routine

Indian Prayer (Optional)

Greetings

Greet students as they enter and exit the class.

Attendance

What vocabulary/themes to review

– **Nouns, verbs, phrases:** Ask students to say one word or phrase of their choice everyday for attendance. Use a different one every day.

– **Weather:** Review six weather phrases using illustrations completed by class.

Calendar

Months: September, October, November, December
Days: Five days of the week
Numbers: One to twenty and "How many?"
Season: Summer, autumn, winter

Game

Put a cryptic message on the board at the beginning of each class.

Concrete Poem

Ask the students to make three concrete poems for display:

legs	ʔiwus
ear	ʔidzagha
dog	tłich'a-tsi
frog	tashkashi
potatoes	xants'ishdilshi
hat	ts'inaat'iyi

Dialogue

A. Script: The Eagle and Winter

Grandmother:
Zas ʔat'a ts'o gusk'oos.
(It's snowing. It's cold outside.)

Grandfather:
Nik'iyija-chu ʔuwa nikak'ida doghanila.
(Put on your coat and boots.)

Ron:
Sitsinaat'iya ju doghastła.
(I'll put on my hat, too.)

Jisi and ʔilaana:
Marlene Starlight ts'idiya.
(Let's go see Marlene Starlight.)

Grandmother:
Danit'ada, Marlene?
(Hello, Marlene.)

Grandfather:
Nanisʔi diyi dit'oni chu.
(Look at this big eagle.)

Ron:
Mit'ogha diyi danichow.
(His wings are really big.)

Jisi:
T'oh magunilini!
(What beautiful feathers!)

Grandfather:
Dit'oni ʔisila gogunilinaʔa.
(An eagle feather is a good sign.)

Jisi:
Mogha diyich'al!
(What a sharp beak!)

Jisi:
Minagha ju guli.
(He has big eyes.)

ʔilaana:
Mogha nitsitł'a.
(His beak is small.)

Ron:
Xat'aaza ʔidini ju dluna ʔisno ʔanili.
(But he likes to eat mice, too.)

Grandfather:
Doosdiya. Tsiis-tsi nanisʔi.
(Come here. Look at this duck.)

Grandmother:
Tazili magunilini ʔats'ilaagu.
(That would make delicious soup.)

Grandfather:
(laughs)

B. Explanation Activities

1. Teach "big" by showing things that are big.
2. Teach "small" by showing things that are small.
3. Students name things that can be "white".
4. Describe "winter". Each student has to say one phrase about winter.
5. The teacher names an animal and the students describe the animal. For example,

The Owl has – a beak
– big eyes
– wings
– legs
– eats mice.

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6. Name "big" things. Each student shows/ points to two things and says " ____ is big".

7. Repeat with "small".

8. Practice greeting one another.

Props for Dramatization

– Taxidermied animals

Alphabet	Grammar
g	guyani (deer)
k	katili (socks)
k’	k’iyija (coat)

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher acts out the following actions while the students guess what he or she is doing. Eventually, the students could also be the actors.

zas ʔati	– a snowfall
Ts’ogha gusk’oos.	– (He or she is) cold.
nogha	– has a beak
nit’ogha	– has wings, then plucks a feather
nitsitł’aa	– is holding something small
nichow	– is holding something big
dluni	– a mouse
misi-tsi	– an owl
dit’oni	– an eagle
tsiis	– a duck
tsinaat’iyi	– putting on a hat
ka-chu	– putting on boots
kiyiji	– putting on a coat
nida-chu	– a cougar
toshkashi	– a frog
dzazi-tsi	– an elk
tłich’a	– a dog
nuwus	– points to legs
nicha	– points to tail

The teacher writes down a phrase, or shows a picture of something, and invites the students to draw a card and act it out, while the rest of the class guesses the answer.

The teacher holds up the following fingers or objects for the students to respond.

ʔatłik’aa	– 1
ʔakiyi	– 2
taak’i	– 3

Number Comprehension Relay

Materials

– Two to four groups of students with equal number of members per group

– Blackboard

Method

– The students line up at a set distance from the blackboard.

– The teacher calls out a number in Tsuut’ina from one to ten and one member from each team runs to the blackboard, writes the number on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.

– The team that completes the task first wins.

Number Recognition Relay

Materials

- Two to four groups of students with equal number of members per group

- Blackboard

- A set of numbers randomly placed on blackboard from one to forty, for each team

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a number and one member from each team runs to the blackboard, puts an X through the digit on the blackboard, runs back to the next team player, passes him or her the chalk and moves to the back of the line.

- The relay continues.

- The team that completes the task first wins.

Word Comprehension Relay

Materials

- Two to four groups of students with equal number of members per group

- Blackboard

- Chalk

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.

- The team that completes the task first wins.

Concentration

Materials

- The students sit in a circle.

Method

- The teacher starts a slap-clap-snap-clap rhythm. The students join in. The teacher names a category. Each student names one item in the category. If the student cannot think of a word then he or she is out. The game continues until all the students are out or the teacher chooses to go on to another activity.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. The students have picture props on their desk.

- The teacher calls out "SIMON SAYS SHOW ME YOUR _______."

- The students point to that item.

- When the teacher gives a command without saying SIMON SAYS, the students should not do it. If they do, they are out.

- The game continues until only one person is left or the teacher ends the game.

- With more able students, a student can be SIMON.

- One player is selected IT and goes to the middle of the circle.

Communicative Competency

Ask students to make up skits based on vocabulary they already know.

Problems

Translate these:

1. An owl eats one mouse per day. How many does he eat in a week?
2. Seven coyotes are looking at a buffalo. How many eyes are looking at the buffalo?
3. I see three rabbits, two coyotes and four mice. How many animals do I see?

Rhythm Poems

1. How many? – Danit'a ʔigu?
five – guut'aa
ten – gunisnani
fifteen – guut'aa mitoo
twenty – ʔakadii
How many? – Danit'a ʔigu?

2. big – nichow
big eyes – minogha nichow
big ears – ʔidzagha nichow
big wings – mit'ogha nichow
big mouth – miza nichow
big – nichow

3. I'm cold. – Sidlun.
boots – ka-chu
hat – ts'inaatiyi
coat – k'iyija
I'm warm. – Tayinisil.

4. Grandmother – Ɂisu
Grandfather – Ɂizagha
Older brother – ginagha
Younger sister – ʔisdadza

5. I'm hungry. – Sidzanaghazud.
Good soup! – Tazili ʔagunilini!
Good bannock! – Nitsist'aatii ʔagunilini!
Good potatoes! – Xants'ishdilshi ʔagunilini!
Good berries! – Jija ʔagunilini!
I ate well. – Guja ʔiyistsad.

Total Physical Response

Teacher says	Students do the following
Numbers	**Hold up**
chishch'idi (seven)	seven fingers
tłik'uyaa (nine)	nine fingers
gunisnani (ten)	ten fingers
diich'i (four)	four fingers
gustoni (six)	six fingers
taak'i (three)	three fingers
ʔakiyi (two)	two fingers
guut'aa (five)	five fingers
tłaasdiich'i (eight)	eight fingers
chishch'idi (seven)	seven fingers
tłik'uyaa (nine)	nine fingers
gunisnani (ten)	ten fingers

ʔatłik'aa (one)	one finger
taak'i (three)	three fingers
ʔakiyi (two)	two fingers
guut'aa (five)	five fingers
diich'i (four)	four fingers
gustoni (six)	six fingers
chishch'idi (seven)	seven fingers
tłik'uyaa (nine)	nine fingers
gunisnani (ten)	ten fingers

Conversation	Pretend to
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	pretend to open door and enter
Nido. (Sit down.)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach if hungry
Saghaniko tazili. (Pass the soup.)	pretend to pass soup
Gudinisk'aas. (It's cool.)	shiver as if cool
Diyi sik'odzi. (This is ice cream.)	to lick ice cream cone
ʔisiino! (Let's eat!)	pretend to eat
Sidinaa. (Hurry up.)	quickly on the spot

Show Me	Point to
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninagha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Ninagha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninagha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nitsi ʔasdaa ʔat'a. (Show me your nose.)	nose

This is	Point to
Diyi mizo ʔa'ta. (This is her mouth.)	mouth
Diyi sicha at'a. (This is my tail.)	tail
Diyi ʔiwus ʔat'a. (This is a leg.)	leg
Diyi miza. (This is his or her mouth.)	mouth
Diyi miza. (This is his or her mouth.)	mouth
Diyi ʔiwus ʔat'a. (This is a leg.)	leg
Diyi mizo ʔa'ta. (This is her mouth.)	mouth
Diyi ʔik'us ʔat'a. (This is a neck.)	neck
Diyi ʔidzagha ʔat'a. (This is an ear.)	ear
Diyi sicha at'a. (This is my tail.)	tail
Diyi ʔiwus ʔat'a. (This is a leg.)	leg
Diyi ʔik'us ʔat'a. (This is a neck.)	neck
Diyi ʔitsi ʔat'a. (This is a nose.)	nose

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Diyi ʔiwus ʔat'a. (This is a leg.)	leg
Diyi mizo ʔa'ta. (This is her mouth.)	mouth
Diyi ʔinagha ʔat'a. (This is an eye.)	eye
Diyi ʔidzagha ʔat'a. (This is an ear.)	ear
Diyi ʔik'us ʔat'a. (This is a neck.)	neck
Diyi ʔitsi ʔat'a. (This is a nose.)	nose
Diyi sicha at'a. (This is my tail.)	tail
Diyi ʔiwus ʔat'a. (This is a leg.)	leg

Hygiene Instructions	**Pretend to**
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Ndzagha tadistsił. (Wash your ears.)	wash ears
Niwas tadistsił. (Wash your legs.)	wash legs
Nitsagha tadistsił. (Wash your hair.)	wash hair
Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwas tadistsił. (Wash your legs.)	wash legs
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	**Pretend to**
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iyii doghanila. (Put on your hat.)	put on hat
Nanaayistsoni. (See you later.)	wave good-bye

Colors	**Point to/touch something**
Diyi diitsuw. (This is yellow.)	yellow
Diyi diik'aas. (This is red.)	red
Diyi diitsuw. (This is yellow.)	yellow
Diyi dishgosh. (This is black.)	black
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black
Diyi diitsuw. (This is yellow.)	yellow
Diyi dishgosh. (This is black.)	black

Conversation	**Pretend to**
ʔisiino! (Let's eat!)	eat
Nanisʔi! (Look!)	look at it
Gudinisk'oos. (It's cool.)	shiver as if cold
Cha. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	head
Tłik'adaayash. (Let's walk around.)	walk around the classroom
Nido. (Sit down.)	sit down
ʔizists'iy. (Listen.)	hand to ear
Diyi t'siyinoo ʔagunili. (This is the life.)	relaxed
ʔoo, magunisha. (Yes, I know.)	nod head

Cha. (No.)	shake head
K'ats'idinisni. (I'm scared.)	be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Diyi sik'odzi ʔat'a. (This is ice cream.)	lick ice cream cone

Numbers	Hold up
ʔatłik'aa (one)	one finger
ʔakiyi (two)	two fingers
taak'i (three)	three fingers
diich'i (four)	four fingers
guut'aa (five)	five fingers
gustoni (six)	six fingers
chishch'idi (seven)	seven fingers
tłaasdiich'i (eight)	eight fingers
tłik'uyaa (nine)	nine fingers
gunisnani (ten)	ten fingers

Culture

Story/Legend

The Sarcee Story of Creation

There was no land, only water. Old Man called to Muskrat and said, "I'm going to make land." He gave Muskrat a bit of dirt and said, "Be very careful with this. Run around it, and as it grows larger, keep running around it."

So Muskrat ran around it, but the dirt did not grow. Old Man said, "I know the trouble. I shall have to get different dirt." He sent Muskrat to dive into the depths of the water and said, "Try hard to get a bit of mud from the bottom." Muskrat dived three times and came up with open hands. The fourth time he touched bottom and got some mud under his nails.

Old Man took the mud, rolled it in his hands and it began to swell. When it was as large as he could hold, he called Muskrat and said, "Keep going around this earth. Do not stop, because it must be a large earth. There will be people - people of many kinds. I want them to love one another and to love this earth which I am making for them." Muskrat ran round and round the swelling earth which became larger and larger. Soon, it was as large as Old Man wanted.

Old Man took some earth and created people. Then he made birds from clay of many colors. He stopped, then said, "I have no clay left and I forgot the Crow." So he picked up some charcoal, made the Crow and said, "You will live among them."

Old Man took a long stick and as he walked he stuck the earth in various places and formed streams. He told the people, the animals, and birds what they should do - "Love one another."

When Old Man was ready to leave the earth he remembered that he had not created the Tsuut'ina. He took some red clay and created them.

Translation of the Sarcee Story of Creation

Dzanago nisk'a guduwa. Tu za guli. Xalitsa-tsi task'oyi ʔinizin-la. Nisk'a ʔagustła yisni-la. Task'oyi gustł'isi ʔinizin-la. Task'oyi gutł'isi yoghanijaash-la. Ɂuwat'iyi xayisni-la. Mamanitł'a. Ɂuwat'iyi nachow-gu mamananiitł'ash. Task'oyi-tsi yamanaatł'ash-la. Ɂuwat'iyi gutł'isi-ʔi du ʔidishgha-la. Xalitsa-tsi xani-la magunisha diyi chichi ʔidiyahi. Ɂisduwi gutł'is ʔaka. Task'oyi-tsi taghanayimin guaghalag-la. Ɂuwat'iyi guminitid yisni-la. Ɂisduwi gutł'is ʔaka.

tuyik'a. Task'oyi-tsi taagu tagha yimi(n)-la ʔuwat'iyi kanayimin-la. Milo t'o ʔichiduwahku. Diishgu taghanayiminisila gutł'isi k'aniton-la. Dilagona ʔisila yik'a disdlod-la. Xalitsa-tsi gutł'isi-ʔi yilogona giza guts'i gutłis-ʔi xadaayisgiiz-la. Ɂuwat'iyi ʔatła yidiyisniizh-la. Tadidlihiisila ʔanayiichow guajag-la ʔiyi gutł'isi-ʔi. Xani-la. Xalitsa-tsi diyi nisk'a didachow. Task'oyi-tsi yamanaatł'ash-la tadidow-la. Ɂuwat'iyi nichow guajag-la. Ɂuwat'iyi gutł'is Ɂisila dina Ɂalag-la. Dina Ɂastagunimoyi k'anit'aa. Ɂotłoghagit'a gimiyinisin diyi gimogha nisk'a Ɂagustłagi. Ɂuwat'iyi Ɂits'agha ju ʔalag, ʔastagunimoy-gu. Ɂuwat'iya xani-la. Ɂikaxa anach'igushishay. Ɂuwat'iyi gutł'isi disgoshi ʔisila ʔikaxa ʔalag-la. Ɂikaxa ʔaasni-la dina go nilingula. Xalitsa ʔichi ʔisila tł'amodiya-la. Ɂuwat'iyi tu ʔajag-la. Ɂuwat'iyi xalitsa-tsi nadiyahi. Tsuut'ina nanistł'un. Ɂuwat'iyi diik'azi gutł'is nadijash-la. Ɂaat'iyi gotł'is diik'azi-ʔi guts'i Tsuut'ina nanistł'onaata.

Craft

Drumsticks - the teacher's choice. Red willow is used and cut to 1 inch width of buckskin or red felt. Wrap the end of the stick using five inches of the material.

The Feast

Easter and Spring Feast - the same as the Christmas Feast

The Speaker (An Elder)

An Elder will be invited in the traditional way with tobacco and a meter of white cotton print. These are offerings back to Mother Nature.

Reading/Writing

Cryptic Messages

1. Danit'ada? (How are you?)
   Guja. (I'm fine.)
   Natłanaasaagashaa. (Let's go skating.)
   Diyi ts'iyinoo Ɂagunili. (This is the life.)

2. Sidinaa siniist'aa! (Hurry up! It's my turn.)
   Sitsagha nanisgas. (I'm combing my hair.)
   Sini ju sitsagha nanisgas yinisin. (I need to comb my hair, too.)
   Ɂuwaala? (Are you ready?)
   Ɂuwa. (We're ready.)
   Ɂuwana. (Let's go.)

3. Diniits'iit'iyi ¿isiino. (Let's sit down and eat.)
   Tł'iguutsin. (That smells good.)
   Gimoo tadidli. (Pray for them.)
   Doo tazili. (Here's some soup.)
   Guja Ɂiyistsad. (I ate well.)
   Sik'odzi Ɂik'aa guli. (There's still ice cream.)

Story Models

The teacher writes phrases on the board and explains the meanings in Tsuut'ina (using actions and diagrams, if necessary). The teacher then invites the students to draw pictures that illustrate the phrases. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They will then be asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Ask the students to draw as many objects as the number they print on the paper represents. Do not show them the English text!

ʔatłik'aa	(one)
ʔakiyi	(two)
taak'i	(three)
diich'i	(four)
guut'aa	(five)
gustoni	(six)
chishch'idi	(seven)
tłaasdiich'i	(eight)
tłak'uyaa	(nine)
gunisnani	(ten)

Invite the students to copy and illustrate the following statements. Do not show them the English text!

Maazini yik'a ʔat'a.	(It is autumn.)
Ɂit'oosi idiyigoh.	(Leaves change colors.)
Ɂit'oosi nachiidiniitład.	(Leaves fall.)
Dit'oni winiga nadidił.	(Eagles fly south.)
Gooji winiga nadidił.	(Geese fly south.)
Gudinidk'oos.	(It is cool.)
Maazini yik'a ʔat'a.	(It is autumn.)

Invite the students to copy and illustrate the following statements. Do no show them the English text!

Sidzanaghazud! (I'm hungry!)
ʔatłik'aa (one), ʔakiyi (two), taak'i (three), diich'i (four), guut'aa (five), gustoni (six), chishch'idi (seven), tłaasdiich'i (eight), tłak'uyaa (nine), gunisnani (ten)
Hat'aala ju! (Oh my goodness!!)

Ask students to draw pictures which match these sentences: Do not show them the English Text!

Diyi ʔitsi ʔat'a. (This is a nose.)
Diyi ʔidzagha ʔat'a. (This is an ear.)
Diyi ʔiwus ʔat'a. (This is a leg.)
Diyi ʔinagha ʔat'a. (This is an eye.)
Diyi ʔitsi nichow ʔat'a. (This is a big nose.)

Ask the students to draw pictures which match these sentences. Do not show them the English text!

Diyi k'iyiji doghanila. (Put on this jacket.)
Tiyik'a nichow. (It's too big.)
Diyi k'iyiji doghanila. (Put on this jacket.)
Tiyik'a nitsitł'a. (It's too small.)
Diyi k'iyiji doghanila. (Put on this jacket.)
Diyi sayiitina. (It's just right.)

Key Words

Continue asking the students to print their favorite words on cards. Hold each word up for the students to read them and to dramatize their meaning.

Game Boards

I. What does the boy need to get ready for school?

ts'idinaa¿ini	(mirror)
k'iyiji-chu	(coat)
guwa-Ɂitsidzi	(toothpaste)
katili	(socks)
misila-k'aats'idiidchi	(towel)
mistaats'ididiitsiti	(soap)
ka-chu	(boots)
datł'ishi	(books)
tsaghagidzi	(comb)

II. What do the children see in the forest?

natłodogha	(rabbit)
Ɂit'oosi	(leaves)
Ɂitłi	(horse)
katili	(socks)
gayizi	(wolverine)
inogha	(eyes)
dluna	(mouse)
guyani	(deer)
xani	(cow)
xadiitsuwi	(butter)

III. Draw a line to indicate who eats what.

natł'odogha	(rabbit)
dluna	(mouse)
tu	(water)
tł'ich'a	(dog)
xani	(cow)
diyaali	(apple)
Ɂistłi	(horse)
buus	(cat)
nits'ist'aa	(bread)
tł'ula	(grass)

IV. What do we use to make soup?

xants'ishdilshi	(potatoes)
ka-chu	(boots)
tł'uwch'izhi	(onions)
Ɂits'uza	(beans)
gudzula	(earrings)

ts'izusi	(orange)
misʔits'idiitt'ishi	(pencil)
ts'inidzagha	(strawberries)
ʔits'aga	(turnips)
ʔayuwa	(banana)
jiji	(berries)

V. Find the pairs.

• ts'istł'a	(cup)
• moghanaatsati	(hammer)
• ʔit'oosituwa	(tea)
• naasʔoghaniʔo	(nail)

VI. What is this?/Name the Animal. Pictures and words must match.

istłi	(horse)
tł'uk'a	(fish)
tłaka-chu	(pig)
ninagha	(bear)
namiyi	(otter)
dluna	(mouse)
its'agha	(bird)
xani	(cow)
tashkashi	(frog)
michadikodi	(beaver)
misi	(owl)
dzazi	(elk)
tł'ich'a	(dog)
natł'adogha	(rabbit)
domo	(sheep)
itsaugh	(rooster)
tsiis	(duck)

VII. Fill in the blanks and match the word to the picture.

1. xants'ishdilshi	(potatoes)
2. nits'istaa-tii	(bannock)
3. jija-tii	(Saskatoons)
4. ʔits'uwa	(milk)
5. diiyali	(apple)
6. x'adiituwi	(butter)

VIII. Write the correct word to complete the sentence.

1. Mother likes to eat (picture) sik'odzi . (ice cream)

2. Sister likes to eat (picture) tazil. (soup)

3. Grandmother likes to eat (picture) ʔayuwa. (banana)

4. Father likes to eat (picture) gusu-chu. (water melon)

5. Brother likes to eat (picture) nits'ist'aa-tii. (bread)

6. Grandfather likes to eat (picture) x'adiituwi. (butter)

Evaluation

True – False

Use the happy face duplicating master provided.

1. Show a picture of summer and say "Zas ʔat'a. Ts'ogha gusk'oos". (It's snowing. It's cold out outside.) – False

2. Write "20" on the board and say "ʔakadii". (Twenty) – True

3. Point to something black and say "diik'aas". (Red) – False

4. Point to something white and say "diitsuw". (Yellow) – False

5. Point to a wing and say "Diyi mit'ogha ʔat'a.". (These are wings.) – True

6. Show a picture of skaters and say "Natłanaa saagush.". (Let's go skating.) – True

7. Show a picture of mice and say "Diyi dzazi ʔat'a.". (This is an elk.) – False

8. Show picture of a tail and say "Diyi ʔicha ʔat'a.". (This is a tail.) – True

9. Say "Dluna nitsit…'a.". (The mouse is small.) – True

10. Say "Dzazi nitsitł'a.". (The elk is small.) – False

Listening Comprehension

Use the duplicating master provided. Play a sound identification game.

Sequencing

Students are given a sheet of paper with the text of the dialogue mixed up. They must order the sentences correctly in class and read aloud.

Application of Dialogue

Make up dialogue/role play. Evaluate on 0-1-2-3 point scale for accuracy, creativity and pronunciation.

Recite Dialogue

Reading/Writing

Prepare a spelling test.

Self-Evaluation

Ask the students to evaluate what they learned and what they liked.

In this unit…	Not really	Some of the time	Most of the time
1. I tried to learn	1	2	3
2. I completed all homework	1	2	3
3. I participated in all class activities	1	2	3
4. I know at least 20 new Tsuut'ina words	1	2	3
5. I really liked…			
6. I still need more help in…			

For student self-evaluation use the following duplicating masters:

Self-Evaluation
Feedback for Unit
?OO (Yes/True) CHA (No/False) – the happy face sheet

For additional Evaluation Ideas see Unit 4.

Observation Checklist

Use the Observation Checklist provided.

Name: ____________________ Grade: __________

Unit: __________

Missing Letter or Word Search

Fill in the missing letters.

1. _ _ _ _ _ ʔi _ _ yi
   di _ ’on _ -ch _ .

2. T’ _ h . _ _ g _ _ il _ n _ !

3. Za _ _ _ t‘i. T _ ’ _ _ _ a
   gu _ _ ’ _ os.

4. _ a _ ’a _ _ a _ _ di _ i j _
   d _ _ n _ ʔis _ o ʔa _ il _ .

5. Mit’ _ _ _ a di _ _ _ an _ _ _ ow.

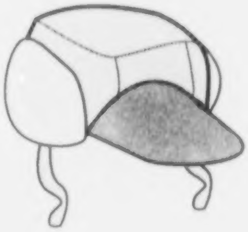
6. Ts _ _ ga gu _ _ i _ .

Name: ____________________ **Grade:** __________

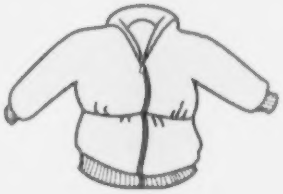
Unit: __________

Match the Words and Pictures

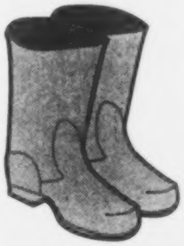
1. ka-chu



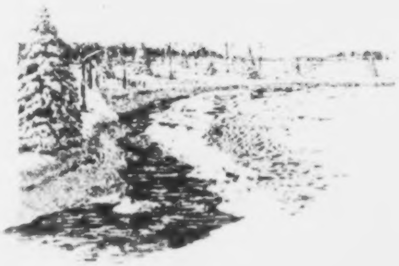
2. zask’a



3. tsinaat’iyi



4. k’iyiji



Name: ____________________ **Grade:** ____________

Unit: ____________

Draw These Words or Scenes

Diyi k'uschu diitsuw.	Diyi k'uschu diik'aas.
Diyi k'uschu dadishgosh.	Diyi k'uschu dadiiyas.
Diyi dit'oni-chu.	Mogha nitsitł'a.

Name: ______________________ **Grade:** ____________

Unit: ____________

Give/Write Advice

1. Sidzanaghazud.
   Advice: Ɂisiino!

   ____

   ____

2. Zas ʔat'a. Ts'o gha gusk'oos.
   Advice: Nik'iyija-chu ʔuwa nikak'ida doghanila.

   ____

   ____

UNIT 5 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or chant	**LOGO:**
SCENE TWO	
Grandmother: **Zas ʔat'a. Ts'o gusk'oos.** (It's snowing. It's cold outside.)	**Slide 1** Winter scene
Grandfather: **Nik'iyija-chu ʔuwa nikak'ida doghanila.** (Put on your coat and boots.)	**Slide 2** Grandfather is pointing to coats and boots by entranceway.
Ron: **Sitsinaat'iya ju doghastła.** (I'll put on my hat, too.)	**Slide 3** Ron is putting on his hat.
Jisi and Ɂilaana: **Marlene Starlight ts'idiya.** (Let's go see Marlene Starlight.)	**Slide 4** Everyone is dressed in winter clothes. They are squished into their truck.
SFX: Truck driving	
Grandmother: **Danit'ada, Marlene?** (Hello, Marlene.)	**Slide 5** Grandmother is greeting Marlene at the museum.
Grandfather: **Nanisʔi diyi dit'oni-chu.** (Look at this big eagle.)	**Slide 6** A taxidermied eagle.
Ron: **Mit'ogha diyi danichow.** (His wings are really big.)	**Slide 7** Ron is pointing at the wingspread.
Jisi: **T'oh magunilini!** (What beautiful feathers!)	**Slide 8** Jessie is pointing at the feathers of the same eagle.
Grandfather: **Dit'oni ʔisila gogunilinaʔa.** (An eagle feather is a good sign.)	**Slide 9** Grandfather is on screen.

AUDIO	VISUAL
Jisi: **Mogha diyich'al!** (What a sharp beak!)	**Slide 10** Jessie is pointing to /touching the beak.
Jisi: **Minagha ju guli.** (He has big eyes.)	**Slide 11** Jessie is pointing at the owl's eyes.
ʔilaana: **Mogha nitsitł'a.** (His beak is small.)	**Slide 12** Alana is pointing at the owl's beak.
Ron: **Xat'aaza ʔidini ju dluna ʔisno ʔanili.** (But he likes to eat mice, too.)	**Slide 13** Ron is on screen.
Grandfather: **Doosdiya. Tsiis tsi nanisʔi.** (Come here. Look at this duck.)	**Slide 14** A taxidermied duck.
Grandmother: **Tazili magunilini ʔats'ilaagu.** (That would make delicious soup.)	**Slide 15** Grandmother and Grandfather are standing side by side looking at the duck/goose. Grandmother is smiling.
Grandfather: (laughs)	**Slide 16** Grandfather is smiling.
SCENE THREE	
Music: Instrumental	**LOGO:** Animated numbers
Voice Over **ʔatłik'aa, ʔakiyi, taak'i, diich'i guut'aa, gustoni, chishch'idi, taasdiich'i, tłik'uyaa, gunisnani, tłik'aa mitoo, ʔakaa mitoo, taak'i mitoo, diich'i mitoo, guut'aa mitoo, gustani mitoo, chisch'idi mitoo, tłaasdiich'i mitoo, tłik'uyaa mitoo, ʔakadi** (one, two, three, four, five…twenty)	Twenty raspberries plop into a jar one at a time.

AUDIO	VISUAL
SCENE FOUR	
SFX: Laughing mask	**LOGO**: Indian mask
Salesman: **Diyi k'iyiji doghanila.** (Put on this jacket.)	Butch is in a clothing store. A salesman is on screen. As the salesman proposes clothing, each piece pops onto Butch – either too small , too big, or just right.
Butch: **Tiyik'a nichow.** (It is too big.)	
Salesman: **Diyi k'iyiji doonila.** (Put on this jacket.)	
Butch: **Tiyik'a nitsitł'a.** (It is too small.)	
Salesman: **Diyi k'iyiji doghanila.** (Put on this jacket.)	
Butch: **Diyi sayitina.** (It is just right.)	
Salesman: **Diyi kak'idaa yinit'as.** (Put on these boots.)	
Butch: **Tiyik'a nichow.** (They are too big.)	
Salesman: **Diyi kak'idaa yinit'as.** (Put on these boots.)	
Butch: **Tiyik'a nitsitł'a.** (They are too small.)	
Salesman: **Diyi kak'idaa yinit'as.** (Put on these boots.)	

AUDIO	VISUAL
Butch: **Diyi kak'idaa sayitina.** (These boots are just right.)	
Salesman: **Diyi tsinaat'iyi doghanila.** (Put on this hat.)	
Butch: **Tiyik'a nitsitł'a.** (It is too small.)	
Salesman: **Diyi tsinaat'iyi doghanila.** (Put on this hat.)	
Butch: **Hat'aala ju! Tiyik'a nichow!** (Oh my gosh! This hat is too big.)	Hoof punches through hat as disgusted salesman rolls off screen.
SCENE FIVE	
Mother: **Diyi diiyas.** (This is white.)	A white screen
ʔilaana: **Diyi tsa diiyas.** (This is a white rock.)	A white rock
Jisi: **Diyi zask'a diiyas.** (This is a white winter.)	A white winter scene
Ron: **Diyi ʔiy aza diiyas** (This is a white egg.)	A white egg
Father: **Diyi k'uschu diiyas.** (These are white pony beads.)	White beads
Grandmother: **Diyi t'oh diiyas.** (This is a white feather.)	A white feather

AUDIO	VISUAL
Grandfather: **Diyi dluna diiyas.** (This is a white mouse.)	A white mouse
Mother: **Diyi ʔistłi diiyas.** (This is a white horse.)	Butch is in the kitchen making bannock. He trips and falls into the flour, turning white.
SFX: Booby prize sound – double beeps	
SCENE SIX	
Mother: **Dit'aa nanisʔini.** (Tell me what you see.)	A red screen
Diik'as diyinida ʔatładini. (If you said red you were right.)	
Mother: **Ditaa nanisʔini.** (Tell me what you see.)	A yellow screen
Ditsuwi diyinida ʔatładini. (If you said yellow you were right.)	
Mother: **Dit'aa nanisʔini.** (Tell me what you see)	A black screen
Dishgosh diyinida ʔatładini. (If you said black you were right.)	
SCENE SEVEN	
Mother: **Diyi mogha ʔat'a.** (This is a beak.)	A duck's beak
ʔilaana: **Diyi mogha ʔat'a.** (This is a beak.)	An owl's beak
Jisi: **Diyi mogha ʔat'a.** (This is a beak.)	A goose's beak

AUDIO	VISUAL
SFX: A whistle of awe!	
Ron: **Diyi mogha ʔat’a.** (This is a beak.) (More emphatically)	An eagle’s beak
Mother: **Diyi mit’ogha ʔat’a.** (This is a wing.)	A duck’s wing
ʔilaana: **Diyi mit’ogha ʔat’a.** (This is a wing.)	An owl’s wing
Jisi: **Diyi mit’ogha ʔat’a** (This is a wing.)	A goose’s wing
SFX: A whistle of awe	
Ron: **Diyi mit’ogha ʔat’a.** (This is a wing.)	An eagle’s wing
SCENE EIGHT	
Glob: **Sidzanaghazud!** **Sidzanaghazud!** **Diyi tł’uch’ija magunili.** (I’m hungry! I’m hungry! These onions are delicious.)	Glob is looking for food. He finds some onions and begins to eat them. After a few are devoured, he begins to cry. The crying gets louder until he is wailing.
SFX: The crying gets louder and louder.	
SCENE NINE	
Grandfather: **Diyi zask’a ʔata.** (This is winter.)	A winter scene.
Grandfather: **Zas ʔati.** (It’s snowing.)	Snowflakes blink on the screen.

AUDIO	VISUAL
Grandfather: **Nisk'a zas guli.** (There's snow on ground.)	The snow-covered ground blinks.
Grandfather: **Gusk'oos.** (It is cold.)	Icicles form on the trees.
Grandfather: **Tsisga gustin.** (Ice freezes on rivers.)	The lake is glistening.
Grandfather: **Ninagha naguula.** (Bears have cubs.)	Bears and cubs are in a corner of the screen.
Grandfather: **Natł'anaa saagush.** (We skate.)	Kids are skating on the lake.
Grandfather: **Diyi zask'a ʔata.** (This is winter.)	A winter scene.
SCENE TEN	
Mother: **Diyi dit'oni ʔat'a.** (This is an eagle.)	An eagle
ʔilaana: **Diyi michadikodi ʔat'a.** (This is a beaver.)	A beaver
Jisi: **Diyi dzazi ʔat'a.** (This is an elk.)	An elk
SCENE ELEVEN	
Father: **Diyi dit'aa ʔat'a?** (What are these?)	Owl's ears flash on screen
Jisi: **Diyi ʔidzagha ʔat'a.** (These are ears.)	

AUDIO	VISUAL
Father: **Diyi dit'aa ʔat'a?** (What are these?)	Owl's eyes flash on screen below ears
Jisi: **Diyi ʔinagha ʔat'a.** (These are eyes.)	
Father: **Diyi dit'aa ʔa?** (What is this?)	Owl's beak flash on screen below eyes
Jisi: **Diyi mogha ʔat'a.** (This is a beak.)	
Father: **Diyi dit'aaʔa?** (What is this?)	Owl's wings flash on screen below beak
Jisi: **Diyi mit'ogha ʔat'a.** (These are wings.)	
Father: **Diyi dit'aa ʔat'a?** (What are these?)	Owl's legs flash on screen below neck
Jisi: **Diyi niwus ʔat'a.** (These are legs.)	
Father: **Diyi dit'aaʔa?** (What is this?)	Owl's tail flash on screen below beak
Jisi: **Diyi ʔicha ʔat'a.** (This is a tail.)	
Father: **Diyi dit'aaʔa?** (What is this?)	All parts are joined through an outline.
Jisi: **Diyi misi-tsi ʔat'a.** (This is an owl.)	

AUDIO	VISUAL
SCENE TWELVE	
Butch: **Dluna nitsitł’a.** (A mouse is small.)	A small mouse flashes on the screen.
Butch: **Dzazi nichow.** (An elk is big.)	An elk flashes on the screen next to mouse.
Butch: **Misi nitsitł’a.** (An owl is small.)	A small owl flashes on the screen.
Butch: **Xanitii nichow.** (A buffalo is big.)	A buffalo flashes on the screen next to owl.
Butch: **Dik’ayi nitsitł’a.** (A coyote is small.)	A coyote flashes on the screen.
Butch: **Ningaha nichow.** (A bear is big.)	A bear flashes on the screen next to coyote.
Butch: **Tsiis nitsitł’a.** (A duck is small.)	A small duck flashes on the screen.
Butch: **Dit’oni nichow.** (An eagle is big.)	An eagle flashes on the screen next to duck.
Butch: **Xat’aaza ʔistłi magunili.** (But a horse is beautiful.)	Butch is admiring himself in the mirror.
SCENE THIRTEEN	
Saddle: **Danit’ada?** (How are you?)	Bridle and Saddle are on a romantic winter walk.
Bridle: **Guja. Zask’a.** (Fine. It’s winter.)	Bridle is staring romantically at Saddle.

AUDIO	VISUAL
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	Saddle puts an arm around Bridle.
Bridle: **Zas ʔat'i.** (It's snowing.)	Snow falls(blinks) around them.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **Gusk'oos.** (It's cold.)	An icicle forms above them.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **Tsisga gustin.** (There's ice on the rivers.)	Ice forms beneath them.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **Magunisha.** (I know.)	
SCENE FOURTEEN	
Off screen Voice: **Diyi k'uschu diiyasi.** (These are yellow beads.)	Beads begin to appear, in the colors identified. Then they are outlined in rectangles, to look like barrettes. Finally, hair is filled in behind them.
Off screen Voice: **Diyi k'uschu diik'aasi.** (These are red beads.)	
Off screen Voice: **Diyi k'uschu adishgoshi.** (These are black beads.)	

AUDIO	VISUAL
Off screen Voice: **Diyi k'uschu dadiiyasi.** (These are white beads.)	
Off screen Voice: **Tsagha magunilini!** (What beautiful hair!)	
SCENE FIFTEEN	
Rabbit: **Dluna daninahaʔa?** (Where are you going Mouse?)	Mouse with Lanny Macdonald moustache appears on screen. He has skates over his shoulder. He meets Rabbit.
Mouse: **Nattanaashiigushaʔa. Sikadii?** (I'm going skating. Do you want to come with me?)	
Rabbit: **ʔoo.** (Yes.)	Skates pop over his shoulder.
Dog: **Daninahaʔa dluna, natł'odogha?** (Where are you going Mouse, and Rabbit?)	Mouse and Rabbit meet Dog.
Mouse: **Natłanaashiigushaʔa. Nahikadiila?** (We're going skating. Do you want to come with us?)	
Dog: **ʔoo.** (Yes.)	Skates pop over his shoulder.
ʔuwa gaagut'suwa! (Go ahead!)	
Owl: **Daninahaʔa dluna, ʔuwa natł'odogha, ʔuwa tłich'a?** (Where are you going, Mouse, Rabbit and Dog?)	Mouse, Rabbit and Dog meet Owl.

AUDIO	VISUAL
Mouse: **Natłanaashiigushaʔa. Nihikadiila?** (We're going skating. Do you want to come with us?)	
Owl: **Ɂoo.** (Yes.)	Skates pop over his shoulder.
Eagle: **Daninahaʔa dluna, ʔuwa tłich'a, ʔuwa natł'odogha, ʔuwa adit'oni?** (Where are you going Mouse, and Dog, Rabbit and Owl?)	Mouse, Rabbit, Dog and Owl meet Eagle.
Mouse: **Natłanaashiigushaʔa. Nihikadiila?** (We're going skating. Do you want to come with us?)	
Eagle: **Ɂoo.** (Yes.)	Skates pop over his shoulder.
Elk: **Dasnahaʔa?** (Where are you all going?)	Mouse, Rabbit, Dog, Owl and Eagle meet Elk.
Mouse: **Natłanaashiigushaʔa. Nihikadiila?** (We're going skating. Do you want to come with us?)	
Elk: **Ɂoo.** (Yes.)	Skates pop over his shoulder.
Voice Over: **Ɂuwa gaaguts'uwa!** (Go for it!!)	Elk is in goal. Mouse is Center. All the animals are on the ice in Flames' uniforms.

AUDIO	VISUAL
SCENE SIXTEEN **Voice Over:** **Ɂatłik'aa, ʔakiyi, taak'i, diich'i guut'aa, gustoni, chishch'idi, tłaasdiich'i, tłik'uya, gunisnani, ʔatłik'aa mitoo, ʔakiyi mitoo, taak'i mitoo, diich'i mitoo, guut'aa mitoo, gustani mitoo, chisch'idi mitoo, tłaasdiich'i mitoo, tłik'uyaa mitoo, ʔakadii** (one, two, three, four, five...twenty)	Twenty geese fly across screen, one joining the group at a time.
SCENE SEVENTEEN **Voice Over:** **Ɂuwa gaaguts'uwa!** (Go for it!!)	Muskrat is in goal. Bear is Center. Coyote, Duck, Beaver and Buffalo are also playing. All animals are on the ice in Oilers'uniforms.
SCENE EIGHTEEN **Muskrat:** **Hat'aala ju! Hat'aala ju!** (Oh my Gosh! Oh my Gosh!)	Muskrat is in goal. Lanny Macdonald Mouse has the breakaway and is coming at Muskrat. Muskrat is terrified and pops behind the goal.
SCENE NINETEEN **Glob:** **Sidzanaghazud! Sidzanaghazud!** (I'm hungry! I'm hungry!) **Raspberry:** **Ɂizists'i ʔuwana!** (Listen! Let's go!) **Bannock:** **Ts'o gusk'oos!** (But it's cold out!) **Dried Meat:** **Zas ʔat'i.** (It's snowing.)	Glob is roaming through the forest in winter in search of food. Raspberry, Bannock and Dried Meat hear him coming. Winter clothing pops onto them as described, and they finally take off as he gets closer and closer.

AUDIO	VISUAL
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!) (LOUDER) **Dried Meat:** **Nitsinaat'iyii doghanila.** (Put on your hat.) **Bannock:** **Nika doghanila.** (Put on your boots.) **Raspberry:** **Nik'iyija doghonila.** (Put on your coat.) **Dried Meat:** **Sidina!** (Hurry up!) **Glob:** **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!) (LOUDER) **Raspberry:** **K'ats'idinisni.** (I'm scared.) **Dried Meat:** **ʔuwana!** (Let's go!) **Nanaayiistsoni.** (See you again.)	

Name: ____________________ Grade: ____________

Unit: ____________

Missing Letter or Word Search

Fill in the missing letters.

1. **Nanis**ʔi **di**yi di**t**’on**i**-ch**u**.

2. T’**o**h **ma**g**un**il**i**n**a**!

3. Za**s** **ʔa**t‘i. T**s**’**ogh**a gu**sk**’**o**os.

4. **X**a**t**’a**az**a **ʔi**di**n**i j**u** d**lu**n**a**
ʔis**n**o ʔa**n**il**i**.

5. Mit’**ogh**a di**yi** **d**an**ich**ow.

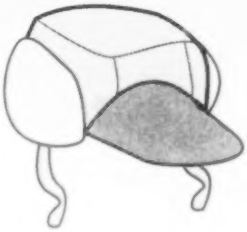
6. Ts**is**ga gu**st**i**n**.

Name: ____________________ Grade: __________

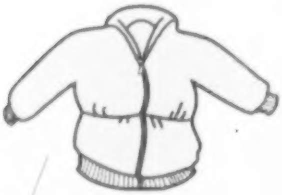
Unit: __________

Match the Words and Pictures

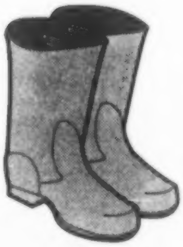
1. ka-chu



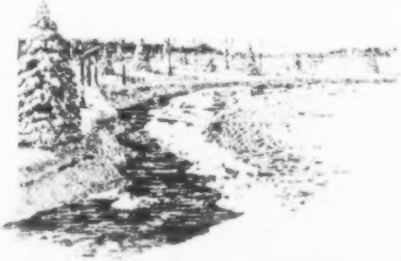
2. zask'a



3. tsinaat'iyi



4. k'iyiji



Name: ______________________ **Grade:** __________

Unit: __________

Draw These Words or Scenes

Diyi k'uschu diitsuw. These are yellow beads.	Diyi k'uschu diik'aas. These are red beads.
Diyi k'uschu dadishgosh. These are black beads.	Diyi k'uschu dadiiyas. These are white beads.
Diyi dit'oni-chu. This is an eagle.	Mogha nitsitł'a. His beak is small.

Name: ____________________ Grade: __________

Unit: __________

Give/Write Advice

1. Sidzanaghazud.
   Advice: ʔisiino!

2. Zas ʔat'a. Ts'o gha gusk'oos.
   Advice: Nik'iyija-chu ʔuwa nikak'ida doghanila.

Nanagusja

Unit Six

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

📄 This icon means duplicating master.

🔑 This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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CONTENT OVERVIEW

Unit 6: Beading

Themes

New

- Beading
- Green
- School objects

Review

- Animals
- Body parts
- Clothing
- Weather
- Counting
- Food
- Colors
- Family
- Greetings
- Nature
- Big/small

Objectives

By completion of this unit the students will be able to:

1. Count from one to twenty.
2. Say and understand "green".
3. Role play and do "beading".
4. Name animals and body parts.
5. Review colors, food, body parts, animals, clothing, nature, words, the weather, the months of the year, the days of the week, and the seasons.
6. Recite the dialogue from memory.
7. Draw one to three words as concrete poems.
8. Actively participate in games.
9. Complete written activities.
10. Prepare simple skits.

Daily Routine

Indian Prayer (Optional)

Greetings

Greet students as they enter and exit the class.

Attendance

What vocabulary/themes to review

– **Nouns, verbs, phrases:** Students are given a category and must answer roll call with a word from that category, for example, a color, animal or food.

– **Weather:** Review and add if appropriate.

Calendar

Months: September, October, November, December, January, February
Days: Seven days of the week
Numbers: One to twenty
Season: Summer, autumn, winter

Concrete Poem

Ask the students to make three concrete poems for display. Choose from the following:

boots	ka-chu
good-bye	naniyiistsoni
wings	ʔit'ogha-chu
beak	ʔogha
owl	misi
It's snowing.	Zas ʔat'i.

Dialogue

A. Script: Beading

Teacher:
Nidatł’isha naniloola.
(Did you bring your books to work on?)

Ron:
Diyik’a nagust’inaʔa.
(I’ve got this to do.)

ʔilaana:
ʔinisiits’aa-la.
(Can we work on our beading?)

Teacher:
ʔoo.
(Yes.)

Ron:
Dlaana ʔiyi k’uschu diik’azi.
(Pass the red beads.)

Jisi:
Doo mis ʔits’inilusi ju.
(Here’s the cotton thread, too.)

ʔilaana:
ʔinists’ohi ʔanistłi.
(I really like beading.)

Jisi:
K’ashi magunili!
(Is that ever nice!)

Ron:
Diyi dit’aat’a.
(What’s this?)

ʔilaana:
Nits’isi ʔaastła-la.
(Can I help?)

Ron:
Chichi ʔastła.
(I can’t do it.)

ʔilaana:
Nanisʔi, diyi ʔach’igushishay.
(Look! You forgot this.)

Ron:
ʔuwa ʔastłahigu!
(Now I can do it!)

Jisi:
ʔuuwa
(Good heavens!)

Teacher:
Gujaaka! Tiya naguyit’in diyi dzinisi.
(Good for you! You worked hard today.)

B. Explanation Activities

- Bring in beading supplies so the students can see/point to/touch/do the activities in the video. Have them repeat Tsuut’ina phrases as they bead, thread and so on.
- Divide the students into pairs. Direct one member of the pair to do something (anything he or she chooses) while the other member asks “Nits’isi ʔaastła-la” (Can I help?). Then have them change roles.
- In pairs, students do something together. One leaves. The other says “Nanisʔi, diyi ʔach’igushishay”. (Look! You forgot this.)
- In pairs, students do something or go somewhere. They admire things saying “K’ashi magunili!”. (Is that ever nice!)

Props for Dramatization

- Thread
- Needle
- Beads
- Some beaded items

Alphabet	Grammar
ʔ	ʔayuwa (banana)
dz	dzazi (elk)
ts	tsiis (duck)

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher acts out the following actions while the students guess what he or she is doing. Eventually the students could also be the actors:

xani-tii	a buffalo
tłich'a-tsi	a dog
k'uschu	(hold) a bead
natlanaasaagush	skating
nidatł'ishi	(point to) a book
ʔinists'ohi ʔanistłi	(pretend to be) beading
ʔitsi	(point to) nose
ʔiwu	(point to) teeth
Diyi ʔagunili !	(pretend something is) delicious
ʔizists'iy	(motion to) listen

The teacher writes down a phrase or shows a picture of something and invites students to draw a card and cut it out while the rest of the class guesses the answer.

The following is acted out by either the teacher (or the students eventually):

Ɂoo.	Nod head yes.
Mitsagha nanisgas.	Comb hair.
Dunazits'i.	Put finger to mouth, "Keep quiet."
Ɂuwana.	Beckon, "Let's go."
Sidzanaghazud.	Hold stomach to show hunger.
Kuniya.	Motion "Come in."
Sidinaa.	Motion to hurry up and look at watch anxiously.
Sini tadistsił.	Pretend to wash face.
Sik'iyija.	Pretend to put on a coat

Numbers:	**Hold up:**
ʔatłik'aa	one finger or one object
ʔakiyi	two fingers or two of the same object
taak'i	three fingers or three of the same object
diich'i	four fingers or four of the same object
guut'aa	five fingers or five of the same object.

Show me:	**Point to:**
Diyi ʔidzagha ʔat'a.	ears
Diyi ʔinogha ʔat'a.	eyes
Diyi ʔik'us ʔat'a.	neck.

Conversation:	**Pretend to:**
Nido.	sit down
Ɂisu	act like Grandmother
Ɂito	act like Grandfather.

Number Comprehension Relay

Materials

- Two to four groups of students with equal number of members per group

- Blackboard

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a number in Tsuut'ina from one to ten and one member from each team runs to the blackboard, writes the number on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.

- The relay continues.

- The team that completes the task first wins.

Materials

- A metal or plastic plate or lid

Method

- Players stand in a circle.
- Everyone numbers off.
- IT is selected to stand in the middle.
- IT spins the plate and calls out a number.
- The player with that number must retrieve the plate while it is still spinning. If he or she fails, he is IT.

Variation: Use a problem to determine the number called. For example, instead of calling the number 12, IT calls 6 x 2.

Word Comprehension Relay

Materials

- Two to four groups of students with equal number of members per group

- Blackboard

- Chalk

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.

- The team that completes the task first wins.

Concentration

Materials

- Students sitting in a circle

Method

- The teacher starts a slap-clap-snap-clap rhythm. The students join in. The teacher names a category. Each student names one item in the category. If the student cannot think of a word then he or she is out. The game continues until all the students are out or the teacher chooses to go on to another activity.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. The students have picture props on their desk.

- The teacher calls out "SIMON SAYS SHOW ME YOUR ______."

- The students point to that item.

- When the teacher gives a command without saying SIMON SAYS, the students should not do it. If they do, they are out.

- The game continues until only one person is left or the teacher ends the game.

- With more able students, a student can be SIMON.
- One player is selected IT and goes to the middle of the circle.

Rhythm Poems

1. I like beading. Ɂinists'chi ʔanistłi.
   I like skating.
   I like reading.
   I like walking.

2. Beads – K'uschu
   red beads – k'uschu diik'azi
   blue beads – k'uschu dinishjoshsi
   beige beads – k'uschu diniigoyi
   black beads – k'uschu disgoshi
   white beads – k'uschu diiyasi
   yellow beads – k'uschu diitsuwi
   pony beads – k'uschu

3. Green – Dinisjoshi
   green leaves – ʔit'oosi dinisjoshi
   green beads – k'uschu dinisjoshi
   green jacket – k'iyiji dinisjoshi
   green – dinisjoshi

4. What's this? – Diyi dit'aʔat'a.
   This is a thread. – Diyi misʔits'inilusi.
   What's this? – Diyi ditaʔat'a.
   This is a needle. – Diyi tsał tsitł'a ʔat'a .
   What's this? – Diyi ditaʔat'a.
   This is a bead. – Diyi k'uschu ʔat'a.
   What's this? – Diyi ditaʔat'a.
   This is a moccasin. – Diyi ka-łii.
   This is beautiful! – Diyi magunilin.

Riddles

Sidzanaghazud.	(I'm hungry.)
Nisdoha.	(I will sit down.)
Gudinisk'oos.	(It's cool.)
Ɂichiish!	(You eat!)
Diyi dit'a ʔat'a.	(What's this?)
Diyi sik'odzi ʔat'a.	(This is ice cream.)

Sidzanaghazud.	(I'm hungry.)
Nisdoha.	(I will sit down.)
Gudinisk'oos.	(It's cool.)
Ɂichiish!	(You eat!)
Diyi dit'a ʔat'a.	(What's this?)
Diyi sik'odzi ʔat'a.	(This is ice cream.)

Sidzanaghazud.	(I'm hungry.)
Nisdoha.	(I will sit down.)
Gudinisk'oos.	(It's cool.)
Ɂichiish!	(You eat!)
Diyi dit'a ʔat'a.	(What's this?)
Diyi sik'odzi ʔat'a.	(This is ice cream.)

Hygiene Instructions:	**Pretend to:**
Niwo ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nitsagha tadistsił. (Wash your hair.)	wash hair
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iya doghanila. (Put on your hat.)	put on hat
Naniyiistsoni. (See you later.)	wave good-bye.
Nidatł'ishi doosdilo.	Bring your books.
Dasnahaʔa.	Where are you going?
Ts'inidotii ts'idiyaha.	Go to school.

Colors:	**Point to/touch something:**
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diik'az. (This is red.)	red
Diyi dishgosh. (This is black.)	black.

Conversation:	**Pretend to:**
Gudinisk'oos. (It's cool.)	shiver as if cold
Tłik'a daayash. (Let's walk around.)	walk around the classroom
Diyi ts'iyinoo ʔagunili. (This is the life.)	look relaxed
Natłanaasaagush. (Let's go skating.)	pretend to skate.

Total Physical Response

Teacher says	**Students do the following**
Numbers	**Hold up**
taak'i	three fingers
ʔakiyi	two fingers
ʔakaa mitoo	twelve fingers
guut'aa	five fingers
tłaasdiich'i	eight fingers
chishch'idi	seven fingers
tłik'uyaa	nine fingers
gunisnani	ten fingers
ʔakaa mitoo	twelve fingers
ʔatłik'aa	one finger
chishch'idi	seven fingers
tłik'uyaa	nine fingers
ʔakaa mitoo	twelve fingers
gunisnani	ten fingers
diich'i	four fingers
gustoni	six fingers
taak'i	three fingers
ʔakaa mitoo	twelve fingers
ʔakiyi	two fingers
guut'aa	five fingers
diich'i	four fingers
gustoni	six fingers
chishch'idi	seven fingers
ʔakaa mitoo	twelve fingers
tłik'uyaa	nine fingers
gunisnani	ten fingers

Conversation	Pretend to
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	open door and enter
Nido. (Sit down.)	sit down
Tł'iitsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili naghanisko. (Pass the soup.)	pass the soup
Diyi sik'odzi. (This is ice cream.)	lick an ice cream cone
ʔisaano. (Let's eat.)	eat
Sidinaa. (Hurry up.)	move quickly on the spot

Show me	Point to
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nitsi ʔasdaa ʔat'a. (Show me your nose.)	nose
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nitsi ʔasdaa ʔat'a. (Show me your nose.)	nose
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes

Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nitsi ʔasdaa ʔat'a. (Show me your nose.)	nose
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs

Hygiene Instructions	**Pretend to**
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Niwo ʔaadis. (Brush your teeth.)	brush teeth
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs
Nitsagha tadistsił. (Wash your hair.)	wash hair
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nicha tadistsił. (Wash your tail)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Niwus tadistsił. (Wash your legs.)	wash legs
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	**Pretend to**
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaati'iyii doghanila. (Put on your hat.)	put on hat
Nanaayistsoni. (See you later.)	wave good bye

Colors	**Point to/touch something**
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diik'aas. (This is red.)	red
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi dishgosh. (This is black.)	black
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi dishgosh. (This is black.)	black
Diyi dinisjosh. (This is green.)	green

Conversation	Pretend to
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Nanisʔi. (Look.)	look up
Gudinisk'oos. (It's cool.)	shiver as if cold
Nuʔ. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	nod head
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
ʔizists'iy. (Listen.)	put hand to ear
Diyi tsiyinoo ʔagunili. (This is the life.)	look relaxed
ʔoo, magunisha. (Yes, I know.)	nod head
Nuʔ. (No.)	shake head
K'ats'idinisni. (I'm scared.)	be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nichow. (It's big.)	extend arms to show big
Doosdiya. (Come here.)	come to the teacher
Natłanaasaagush. (Let's go skating.)	skate

Culture

Prior to the advent of the European seed bead, most Plains Indians decorated their better clothes with porcupine quills dyed in various colors. Many tribal characteristics of design are recognizable in Native dress, and the Plains Indians' designs are especially noted for their unique patterns. For pure geometrical beauty, few if any, can excel them. As well as aesthetic merit, these patterns contain meaningful symbols for the people. For instance, some receive their designs through a dream.

Reading/Writing

Cryptic Messages

The teacher writes the following word, phrase or sentence on the board leaving some of the letters out. The students must guess the letters to solve the message and then act out the phrase to show that they understand it. The teacher may wish to promise the students a reward if they ever get the message in less than ONE TRY!! Do not use English. This activity should help the students to predict letters and show their familiarity with Tsuut'ina script. In later units the students can make up their own messages.

1. Kuniya. (Come in.)
   Nido. (Sit down.)
   Tł'iguutsin. (That smells good.)
   Sidzanaghazud. (I'm hungry.)
   ʔiisiino. (Let's eat.)
   Diyi nits'ist'aatii ju ʔagunili. (This bannock is good.)
   Tazili naghanisko. (Pass the soup.)
   ʔit'oosituwa k'ajag. (Tea is ready.)
   Guja ʔiyistsad. (I ate well.)

2. Dinischa. (I’m skinny.)
   Xants’ishdilshi saghaniko. (Pass the potatoes.)
   Nits’ist’aatii saghaniko. (Pass the bannock.)
   Suni saghaniko. (Pass the dried meat.)
   Tazili saghaniko. (Pass the soup.)
   Sik’odzi saghaniko. (Pass the ice cream.)
   ʔit’oosituwa saghaniko. (Pass the tea.)

3. K’ats’idinisni. (I’m scared.)

Story Models

The teacher writes the following phrase on the board and explains in Tsuut’ina (using actions and diagrams, if necessary) the meaning. The teacher then invites the students to draw pictures which illustrate the phrase. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text!

ʔinists’ohi ʔanistłi. (I really like beading.)
K’ashi magulini ! (Is that ever nice!)
Gujaaka. (Good for you!)

Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text!

Dunazits’i. (Keep quiet.)
Kuniya. (Come in.)
Nido. (Sit down.)
Tł’iguutsin. (That smells good.)
Sidzanaghazud. (I’m hungry.)
Tazili saghaniko. (Pass the soup.)
Diyi sik’odzi. (This is ice cream.)
ʔichiish. (Let’s eat.)
Sidinaa. (Hurry up.)

Ask the students to draw pictures which match these sentences: Do not show them the English Text!

Dik’oyi-tsi midzanaghazud-aʔa.
(The coyote is hungry.)

Dzazi-tsi midzanaghazud-aʔa.
(The elk is hungry.)

Dit’oni midzanaghazud-aʔa.
(The eagle is hungry.)

Michadikodi midzanaghazud-aʔa.
(The beaver is hungry.)

Sidzanaghazud. (I’m hungry.)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Diyi gunagha ʔat’a. (These are eyes.)
Diyi gunagha ʔat’a. (These are eyes.)
Diyi gunagha ʔat’a. (These are eyes.)
Diyi gunagha ʔat’a. (These are eyes.)
Diyi gunagha nichow at’a. (These are big eyes.)

The teacher discusses who might make this statement. The students could draw cartoon-like characters with these words in bubble captions. Do not show them the English Text!

Diyi ts’iyinoo ʔagunil. (This is the life.) Look relaxed.

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Dzazi-tsi mik’a. (An elk was here.)
Xanitii mik’a. (A buffalo was here.)
Dik’oyi-tsi mik’a. (A coyote was here.)
Natł’adogha-tsi mik’a. (A rabbit was here.)
Tłich’a-tsi mik’a. (A dog was here.)
Dit’oni mik’a. (An eagle was here.)
Buus mik’a. (A cat was here.)
Michadikodi mik’a. (A beaver was here.)
Buchi mik’a. (Butchi was here.)

Print Activities

Key Words

Continue asking students to print their favorite word on cards. Hold each word up for students to read them and dramatize their meaning.

Read the Sentences and Identify them as *Possible* (ʔOO) or *Not Possible* (CHA)

	ʔOO	CHA
1. Misi-tsii dluna ¿isno. (An owl eats mice.)	✓	
2. Dluna-tsii dik'oyi ¿isno. (A mouse eats coyotes.)		✓
3. Diyi zask'a ʔat'a. (It is winter.)	✓	
4. Diyi taak'i dzinisi. (Today is Wednesday.)		✓
5. Natłanaashgushi ʔanistłi. (I like skating.)	✓	

Crossword

Make a crossword puzzle. Use these words: taaki, kuschu, toskoshi.

Evaluation

True – False

Use the Happy Face duplicating sheet.

Do this in written form if the students are able. The teacher should create eight to twelve questions based on the student's ability.

Listening Comprehension

The teacher says two words/phrases which are either the same or different. The students show (with a hand or a colored card) whether they are the same or different.

Sequencing

The students are given the text of the dialogue and must order the sentences.

Application of dialogue

The students create a skit/role play: Evaluate according to accuracy, creativity, and pronunciation.

Recite Dialogue

Self - Evaluation

Write a paragraph about, "What I would like to know more about in Tsuut'ina".

For student self-evaluation use the following duplicating masters:

Self-Evaluation

Feedback for Unit

ʔOO (Yes/True) Cha (No/False) – the happy face sheet

Observation Checklist

Use the Observational Checklist.

Name: ____________________ **Grade:** __________

Unit: __________

Draw Pictures to Match the Word

toshkoshi	misi
tłich'a	miwu
task'oyi	xani-tii

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Name: ____________________ **Grade:** __________

Unit: __________

Draw Pictures to Match the Word

ninagha	tsiis

misi

Name: ______________________ Grade: __________

Unit: __________

Missing Letter or Word Search

Fill in the missing letters.

1. Ni____'isha ___iloo-la.

2. Di__k'a na_____'inaa.

3. ʔin____ts'__ g__l_.

4. D__ m__ ʔ__s'in__u_i j_.

5. __ts'isi ___stła-ha.

6. Dl__n_ ʔ_y_ k'_s-___ di_k'___.

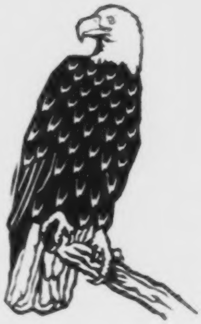
Name:

Grade:

Unit:

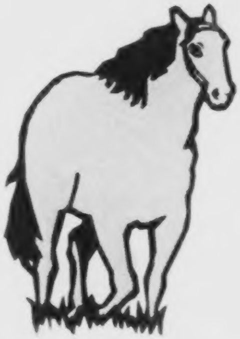
Circle the Word Which Matches the Picture

1.



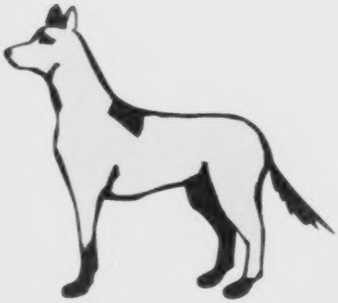
buus
dit'oni
tłuk'a
xani-tii

2.



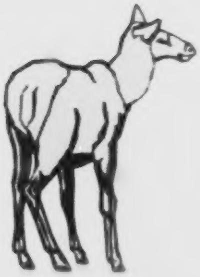
tsiis
maazini
buus
ʔistłi

3.



tsiis
tł'ich'a
ʔamoyi
dluna

4.



ninagha
xani
guyani
misi

Attitudinal Checklist

To evaluate the students' affective development, use this Attitudinal Checklist duplicating master.

Name: ______________________________ **Grade:** ____________

Unit: ____________

	Date	Date	Date	Comments
understand an oral message in a structured situation				
understand a written message in a structured situation				
make him/herself understood orally in a structured situation (up to two to three exchanges)				
make him/herself understood in writing in a structured situation (up to two to three sentences)				
discover and identify Native communities				
understand and use the correct sound system in simple structured oral situations				
understand and use the correct sound/writing system in simple structured written situations				
use the correct word order of the Tsuut'ina language in oral communication				
use the correct word order of the Tsuut'ina language in written communication				
identify the key words in a written passage (e.g. a legend)				
use the discovery approach to uncover meaning of words, instead of translation (cognitive)				
develop a positive attitude towards Native language and culture (socio-affective)				
take risks in trying to speak/write/answer questions (socio-affective)				
volunteer responses in the Tsuut'ina language				
concentrate for increasing lengths of time on language-learning activities (metacognitive)				
assess his/her own language learning strategies (metacognitive)				

UNIT 6 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or chant	**LOGO: Nanagusja**
SCENE TWO	
SFX: Buzzer	**Slide 1** School clock shows 12:00.
	Slide 2 Door sign shows homework hours for Violet’s class.
Teacher: **Nidatł’ishi nanilo-la?** (Did you bring your books?)	**Slide 3** The teacher is holding a book and pointing to it, as if asking a question.
Ron: **Diyik’aa nagust’inaʔa.** (I’ve got this to do.)	**Slide 4** Ron is holding a math book.
ʔilaana: **ʔinisiits’aa-la.** (Shall we bead?)	**Slide 5** Alana and Jesse are standing in front of a bulletin board display of beading.
Teacher: **ʔoo.** (Yes.)	**Slide 6** The teacher nods, giving permission.
Ron: **Dlaana ʔiyi** **k’uschu diik’azi.** (Pass the red beads.)	**Slide 7** A hand is pointing at a bowl of red beads.
Jisi: **Doo mis ʔits’inilusi ju.** (Here’s the cotton thread, too.)	**Slide 8** Jesse is holding out a spool of cotton thread, as if passing it.
ʔilaana: **ʔinists’ohi ʔanistłi.** (I really like beading.)	**Slide 9** Alana is beading, looking down at her work.
Jisi: **K’ashi magunili.** (Is that ever nice.)	**Slide 10** Jesse is holding the the beading, appearing to examine it more closely. Alan a is near by.

AUDIO	VISUAL
Ron: **Diyi dit'aat'a?** (What's this?)	**Slide 11** Ron is hunched over his math book looking very perplexed. He is frustrated because he cannot get an answer to a math problem.
ʔilaana: **Nits'isi ʔaastła-la?** (Can I help?)	**Slide 12** Alana is sitting beside Ron looking at his worksheet.
Ron: **Chichi ʔastła.** (I can't do it.)	**Slide 13** A math problem: (34 + 66) – 5 = 20
ʔilaana: **Nanisʔi, diyi ʔach'igushishay.** (Look! You forgot this.)	**Slide 14** Alana and Ron are looking at the worksheet. She is showing him what he forgot by underlining it with a pencil.
Ron: **ʔuwa ʔastłahigu!** (Now I can do it!)	**Slide 15** Ron looks relieved – happy, even.
Jisi: **ʔuuwa!** (Good heavens!)	**Slide 16** Jesse is reading Windspeaker. She looks surprised by something she read.
SFX: School buzzer	
Teacher: **Gujaaka! Tiya naguyit'in diyi dzinisi.** (Good for you! You worked hard today.)	**Slide 17** The teacher is the complimenting students.
SCENE THREE	
	LOGO: Animated letters greeting each other
Teacher: **Nidatł'ishi nanilo-la?** (Did you bring your books?)	**Slide 1** Word/phrase in Tsuut'ina
Ron: **Diyik'aa nagust'inaʔa.** (I've got this to do.)	**Slide 2** Word/phrase in Tsuut'ina

AUDIO	VISUAL
ʔilaana: **ʔinisiits'aa-la?** (Shall we bead?)	**Slide 3** Word/phrase in Tsuut'ina
Teacher: **ʔoo.** (Yes.)	**Slide 4** Word/phrase in Tsuut'ina
Ron: **Dlaana ʔiyi k'uschu diik'azi.** (Pass the red beads.)	**Slide 5** Word/phrase in Tsuut'ina
Jisi: **Doo mis ʔits'inilusi ju.** (Here's the cotton thread, too.)	**Slide 6** Word/phrase in Tsuut'ina
ʔilaana: **ʔinists'ohi ʔanistłi.** (I really like beading.)	**Slide 7** Word/phrase in Tsuut'ina
Jisi: **K'ashi magunili!** (Is that ever nice!)	**Slide 8** Word/phrase in Tsuut'ina
Mother: **ʔuwa.** (We're all ready.)	**Slide 9** Word/phrase in Tsuut'ina
Ron: **Diyi dit'aat'a?** (What's this?)	**Slide 10** Word/phrase in Tsuut'ina
ʔilaana: **Nits'isa ʔastła-la?** (Can I help?)	**Slide 11** Word/phrase in Tsuut'ina
Ron: **Chichi ʔastła.** (I can't do it.)	**Slide 12** Word/phrase in Tsuut'ina
ʔilaana: **Nanisʔi! Diyi ʔach'igushishay.** (Look! You forgot this.)	**Slide 13** Word/phrase in Tsuut'ina

AUDIO	VISUAL
Ron: **ʔuwa, ʔastłah-igu!** (Now I can do it!)	**Slide 14** Word/phrase in Tsuut'ina
Jisi: **ʔuuwa!** (Good heavens!)	**Slide 15** Word/phrase in Tsuut'ina
Teacher: **Gujaaka! Tiyi naguyit'ini diyi dzinisi.** (Good for you! You worked hard today.)	**Slide 16** Word/phrase in Tsuut'ina
SCENE FOUR	**LOGO:** Animated numbers
Mother: **Daginiit'ada?** (How many?)	Twelve wolves popping on screen, one at a time
SFX: Wolves howling	
Young voice: **ʔaka mitoo.** (Twelve.)	
ʔilaana: **Daginiitada?** (How many?)	Eighteen eggs, cracking open one at a time
SFX: Crack, crack	
Young voice: **ʔatłikaa, ʔakiyi, taak'i, diich'i, guut'a, gustoni, chishch'idi, tłaasdiich'i, tłik'uya, gunisnani, tłik'aa mitoo, ʔakaa mitoo, taak'i mitoo, diich'i mitoo, guut'aa mitoo, gusta mitoo, chishch'idi mitoo, tłashdiichi mitoo.** (Counts from one to eighteen.)	
Jisi: **Daginiit'ada?** (How many?)	Fourteen ribbiting frogs on lily pads

AUDIO	VISUAL
SFX: Ribbit! ribbit! **Young Voice:** **Diich'i mitoo.** (Fourteen.)	
Ron: **Daginiit'ada?** (How many?) **SFX:** Growls **Young Voice:** **ʔatłik'aa, ʔakiyi, taak'i, diich'i, guut'aa, gustoni, chishch'idi, tłaasdiich'i, tłik'uyaa, gunisnani, tłik'aa mitoo, ʔakiyi mitoo, taak'i mitoo** (Counts from one to thirteen)	Thirteen owls hooting, popping on screen one at a time
Grandmother: **Daginiit'ada?** (How many?) **SFX:** Cawing **Young Voice:** **ʔatłikaa, ʔakiyi, taak'i, diich'i, guut'aa, gustoni, chishch'idi, tłaasdiich'i, tłik'uyaa, gunisnani, tłik'aa mitoo, ʔakiyi mitoo, taak'i mitoo, diich'i mitoo, guut'aa mitoo, gustani mitoo, chishch'idi mitoo, tłaashdiich'i mitoo, tłik'uyaa mitoo, ʔakadii.** (Counts from one to twenty.)	Twenty crows sitting on a power line
Grandmother: **Daginiit'ada?** (How many?) **SFX:** Water splashing **Young voice:** **Gustoni.** (Six)	Six fish swimming

AUDIO	VISUAL
SCENE FIVE	
Mother: **Diyi miwu.** (These are teeth.)	A person's teeth – smiling
ʔilaana: **Diyi miwu.** (These are teeth.)	Horse's teeth
Jisi: **Diyi miwu.** (These are teeth.)	Dog's teeth
SFX: A whistle of awe	
Ron: **Diyi miwu.** (These are teeth.) (More emphatically)	Beaver's teeth
SCENE SIX	
SFX: A salt shaker shaking	
Beaver: **Diyi ʔagunili !** (This is delicious!)	Beaver is salting a log. He gnaws a chunk and salts some more. This is done three times. Then he looks at the camera and boasts how tasty the log is.
SCENE SEVEN	
Mother: **Diyi xanitii.** (This is a buffalo.)	A buffalo
ʔilaana: **Diyi toskoshi.** (This is a frog.)	A frog
Mother: **Diyi tsiis.** (This is a duck.)	A duck
ʔilaana: **Diyi ninagha.** (This is a bear.)	A bear

AUDIO	VISUAL
Jisi: **Diyi misi-tsi.** (This is an owl.)	An owl
SCENE EIGHT	
Mother: **Diyi dinisjosh.** (This is green.)	**Slide 44** A green screen
ʔilaana: **Diyi tsa dinisjosh.** (This is a green rock.)	**Slide 45** A green rock
Jisi: **Diyi tashkashi-tsi Dinisjosh.** (This is a green frog.)	**Slide 46** A green frog
Ron: **Diyi ʔit'oosi dinisjosh.** (This is a green leaf.)	**Slide 47** A green leaf
Father: **Diyi gusitł'a dinisjosh.** (These are green beads.)	**Slide 48** Green beads
Grandmother: **Diyi t'oh dinisjosh.** (This is a green feather.)	**Slide 49** A green feather
Grandfather: **Diyi ts'istł'a dinisjosh.** (This is a green plate.)	**Slide 50** A green bowl/plate
Mother: **Diyi ʔistłi dinisjosh.** (This is a green horse.) **SFX:** Booby prize sound – double beeps	**Slide 51** Butch hits the ball in a baseball game on the grass. He makes a homerun but must slide into home. He gets covered in green.

AUDIO	VISUAL
SCENE NINE	
SFX: Laughing mask	**LOGO:** Indian mask
Bridle: **ʔizists'iy!** (Listen!)	Saddle is staring romantically at Bridle. His hanging arm is pressing buttons on a tape recorder to make the sound effects. He presses the button three time and looks brave as he knows the source of the sound comforts Bridle.
SFX: Dog barking	
Saddle: **Tłich'a-tsi ʔat'a.** (It's just a dog.)	
Bridle: **K'ats'idinisni.** (I'm scared.)	Bridle moves closer to Saddle.
Bridle: **ʔizists'iy!** (Listen!)	
SFX: Frogs croaking	
Saddle: **Xat'aa kashi-tsi ʔat'a.** (It's just a frog.)	
Bridle: **K'ats'idinisni.** (I'm scared.)	Bridle moves closer to Saddle.
Bridle: **ʔizists'iy!** (Listen!)	
SFX: Elk noises	
Saddle: **Xat'a dzaz-itsi ʔat'a.** (It's just an elk.)	
Bridle: **K'ats'idinisni.** (I'm scared.)	Bridle moves closer to Saddle.

AUDIO	VISUAL
Bridle: **ʔizists'iy!** (Listen!)	
SFX: Coyote howling	
Saddle: **Xat'a dik'oyi-tsi ʔat'a.** (It's just a coyote.)	
Bridle: **K'ats'idinisni.** (I'm scared.)	Bridle moves closer to Saddle.
Saddle: **Sini ju!** (Me too!)	Saddle puts an arm around Bridle (in fright).
SCENE TEN	
Beaver: **Guja ʔiyistsad.** (I ate well.)	Beaver looks contented after a huge meal.
Muskrat: **Tłik'adaaysh ʔuwaala.** (Let's walk around. Are you ready?)	Beaver and Muskrat
Beaver: **Chuwa, sini tadistsił.** (Wait. I need to wash my face.)	Muskrat and Beaver are washing.
Muskrat: **Sini ju.** (Me, too.)	
Muskrat: **ʔuwaala?** (Are you ready?)	Muskrat is relaxing on a chesterfield. Muskrat is getting sleepier and sleepier. He begins to doze and wakes only to ask Beaver if he is ready.
Beaver: **Chuwa, sidzagha tadistsił.** (Wait, I need to wash my ears.)	

AUDIO	VISUAL
Muskrat: **ʔuwaala?** (Are you ready?)	
Beaver: **Chuwa, siwo ʔaasdis.** (Wait, I need to brush my teeth.)	
Muskrat: **ʔuwaala?** (Are you ready?)	
Beaver: **Chuwa, siwo ʔaasdis.** (Wait, I need to brush my teeth.)	
Muskrat: **ʔuwaala?** (Are you ready?)	
Beaver: **ʔoo.** (Yes.)	Muskrat has fallen asleep.
SFX: Beep beep (booby prize)	
SCENE ELEVEN	
Father: **Diyi dit'aa ʔat'a?** (What are these?)	Owl's ears flash on screen.
Jisi: **Diyi ʔidzagha ʔat'a.** (These are ears.)	
Father: **Diyi dit'aa ʔat'a?** (What are these?)	Owl's eyes flash on screen below ears.
Jisi: **Diyi ʔinagha ʔat'a.** (These are eyes.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Owl's beak flashes on screen below eyes.

AUDIO	VISUAL
Jisi: **Diyi mogha ?at'a.** (This is a beak.)	
Father: **Diyi dit'aa?a?** (What's this?)	Owl's wings flash on screen below nose.
Jisi: **Diyi ?it'ogha ?at'a.** (These are wings.)	
Father: **Diyi dit'aa ?at'a?** (What are these?)	Owl's legs flash on screen below neck.
Jisi: **Diyi ?iwus ?at'a.** (These are legs.)	
Father: **Diyi dit'aa?a?** (What's this?)	Owl's tail flashes on screen behind legs.
Jisi: **Diyi ?icha ?at'a.** (This is a tail.)	
Father: **Diyi dit'aa?a?** (What's this?)	All parts are joined through an outline.
Jisi: **Diyi misi-tsi ?at'a.** (This is an owl.)	
SCENE TWELVE	
Musical Intro:	**A Fashion Show**
Female voice: **Diyi k'iyiji diik'aas.** (This is a red shirt.)	Elk is wearing a red ribbon shirt and walks down a ramp. Audience cheers.
SFX: Animal audience cheers	

AUDIO	VISUAL
Female voice: **Diyi k'iyiji chu diiyas.** (This is a white coat.) **SFX:** Animal audience cheers	Buck is wearing a white buckskin coat and walks down a ramp. Audience cheers.
Female voice: **Diyi cho k'iyiji.** (This is a raincoat.) **SFX:** Animal audience cheers	Buffalo is wearing a cowboy raincoat with a buffalo skull design and walks down a ramp.
Female voice: **Diyi k'iyiji-chu magunili!** (This is a beautiful coat!) **SFX:** Animal audience cheers	Rabbit is wearing a coat with geometric beading designs and walks down a ramp.
SCENE THIRTEEN	
Bridle: **Naaditłi'shi nanilaa-la?** (Did you bring your books?) **Saddle** **ʔoo.** (Yes.) **Bridle:** **Nits'isi ʔastła-la?** (Can I help you?) **Saddle:** **Minogna ʔagunili!** (What beautiful eyes!) **Bridle:** **Diyi ʔanich'igushishay.** (You forgot this.) **Saddle:** **Minogha ʔagunili!** (What beautiful eyes!) **Bridle:** **Magunisho!** (I know!)	Bridle and Saddle together. Bridle is holding a book. He puts it down on a table in front of them. Bridle is concentraing on the book while Saddle is againn obsessed with Bridle's eyes. In the end a frustrated Bridle slams the book shut.

AUDIO	VISUAL
SCENE FORTEEN	
Bannock: **Nanisʔi! Dzazi-tsi mik'a.** (Look! An elk was here.)	Raspberry, Bannock, and Dried Meat are walking in the woods. They notice animal tracks in the snow. There are elk tracks beside Bannock's feet.
Raspberry: **Nanisʔi! Dik'oy-itsi mik'a.** (Look! A coyote was here.)	There are coyote tracks beside Raspberry's feet.
Dried Meat: **Nanisʔi! Natł'odogha-tsi mik'a.** (Look! A rabbit was here.)	There are rabbit tracks beside Dried Meat's feet.
Raspberry: **Diyi dit'aa ʔika ʔat'a.** (What's this track?)	Glob's tracks are beside Raspberry.
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob pops out of the snow. He begins to move towards them.
Dried Meat: **ʔuwana!** (Let's go!)	They take off.
SCENE FIFTEEN	
Bear: **Dit'aa ʔanisʔinaʔa?** (What are you doing?)	Duck is beading when Bear comes over for a visit. Bear passes Duck.
Duck: **ʔinists'ahaʔa.** (I'm beading.)	
Bear: **Doo k'uschu diik'azi.** (Here's some red beads.)	Some red beads are displayed.
Duck: **Nido. Doo ʔit'oosituwa.** (Sit down. Here's some tea.)	Bear sits down. Duck offers Bear some tea.

AUDIO	VISUAL
Bear: **Magunili.** (That's beautiful.)	Bear is sipping tea.
Duck: **Dit'oni ʔogha k'iyiji-chu.** (It's a coat for Eagle.)	Duck holds up a coat with a beaded eagle design on back.
SCENE SIXTEEN	
Teacher: **Nidatl'ishi doosdilo.** (Bring your books.)	
Ron: **Sidatl'isha yistłał.** (I'm bringing my books.)	
Teacher: **Dlaana k'uschu diik'azi.** (Pass the red beads.)	Teacher is pointing at red beads.
Ron: **Naa, doo k'uschu diik'azi.** (I'm passing the red beads.)	Ron is passing a bowl of red beads.
Teacher: **Dlaana k'uschu diitsuwi.** (Pass the yellow beads.)	Teacher is pointing at yellow beads.
Ron: **Naa, doo k'uschu diitsuwi.** (I'm passing the yellow beads.)	Ron is passing a bowl of yellow beads.
Teacher: **Dlaana k'uscha dishgoshi.** (Pass the black beads.)	
Ron: **Naa, doo k'usch dishgosh.** (I'm passing the black beads.)	Ron is passing a bowl of black beads.
Teacher: **Dlaana k'uscha dinisjoshi.** (Pass the blue beads.)	Teacher is pointing at blue beads.

AUDIO	VISUAL
Ron: **Naa, doo k'uscha dinisjoshi.** (I'm passing the blue beads.)	Ron is passing a bowl of blue beads.
Teacher: **ʔits'inilusi saghanaʔo.** (Give it to me.)	Teacher is pointing at a spool of thread.
Ron: **Naa, doo mis ʔits'inlusi.** (I'm passing the thread.)	Ron is passing the thread.
Teacher: **ʔinizi.** (Read.)	
Ron: **ʔisi.** (I'm reading.)	
SCENE SEVENTEEN	
ʔilaana: **ʔilaana ʔistłinaʔa.** (Hi! I'm Alana.)	Alana is smiling.
Jisi: **Jisi ʔistłinaʔa.** (Hi! I'm Jessie.)	Jessie is smiling.
Ron: **Ron ʔistłiniʔa.** (Hi! I'm Ron.)	Ron is smiling.
Ron: **Michadikodi ʔistłinaʔa.** (Hi! I'm Beaver.)	Beaver is smiling.
ʔilaana: **Tłich'a ʔistłinaʔa.** (Hi! I'm Rabbit.)	Rabbit is smiling.
Jisi: **Jija ʔistłinaʔa.** (Hi! I'm Raspberry.)	Raspberry is smiling.

AUDIO	VISUAL
Ron: **Task'oyi ʔistɬinaʔa.** (Hi! I'm Muskrat.)	Muskrat is smiling.
Ɂilaana: **Ninagha ʔistɬinaʔa.** (Hi! I'm Bear.)	Bear is smiling.
Jisi: **Tsiis ʔistɬinaʔa.** (Hi! I'm Duck.)	Duck is smiling.
Ron: **Nits'ist'aatii ʔistɬinaʔa.** (Hi! I'm Bannock.)	Bannock is smiling.
Ɂilaana: **Suni ʔistɬina.** (Hi! I'm Dried Meat.)	Dried Meat is smiling.
Jisi: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob is smiling.
Butch: **Buchi ʔistɬina.** (Hi! I'm Butch.)	Butch is wearing sunglasses, smiling and holding a glass of lemonade.
SCENE EIGHTEEN **Grandmother, Grandfather, Mother, Father, Ɂilaana, Jisi and Ron:** **Nanadaayiitsoni!** (See you again soon!)	**Slide 79** A "family" shot including the graphic of Butch and Beaver. All are waving good-bye.
SCENE NINETEEN **Theme Music:**	**LOGO:**
SCENE NINETEEN **Theme Music:**	**Credits**

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Name: ______________________ Grade: __________

Unit: __________

Draw Pictures to Match the Word

toshkoshi frog	misi owl
tłich'a dog	miwu teeth
task'oyi muskrat	xani-tii buffalo

Name: ______________________ **Grade:** __________

Unit: __________

Draw Pictures to Match the Word

ninagha

bear

tsiis

duck

misi

owl

Name: ____________________ Grade: __________

Unit: __________

Missing Letter or Word Search

Fill in the missing letters.

1. Ni**datł**'isha **nan**iloo-la.

2. Di**yi**k'a na**guust**'inaa.

3. ʔin**isii**ts'**aa** g**uu**l**a**.

4. D**oo** m**is** ʔ**it**s'in**il**usi j**u**.

5. **Ni**ts'isi ʔ**aa**stła-ha.

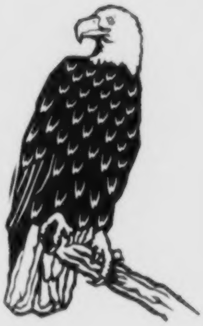
6. Dl**aa**na ʔ**i**yi k'**u**s-**chu** di**i**k'**azi**.

Name: ______________________ Grade: __________

Unit: __________

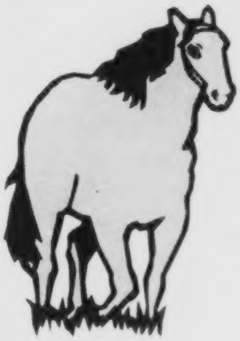
Circle the Word Which Matches the Picture

1.



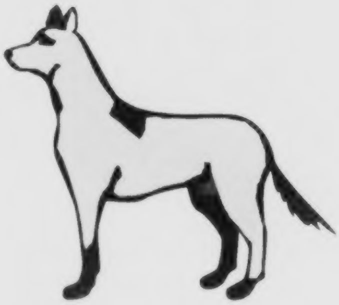
buus
[✓ dit'oni]
tłuk'a
xani-tii

2.



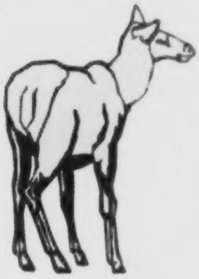
tsiis
maazini
buus
[✓ ʔistłi]

3.



tsiis
[✓ tł'ich'a]
ʔamoyi
dluna

4.



ninagha
xani
[✓ guyani]
misi

Nanagusja

Unit Seven

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

🗐	This icon means duplicating master.
🔑	This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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CONTENT OVERVIEW

Unit 7: Rodeo

Themes

New

- Rodeo
- Blue
- Money

Review

- Beading
- Colors
- Objects
- Weather
- Clothing
- Counting
- Family
- Greeting
- Nature
- Big/Small
- Animals

Objectives

By completion of this unit the students will be able to:

1. Count from one to fifty and answer "how many".
2. Say and understand "blue".
3. Role play being at a "rodeo".
4. Name animals and body parts.
5. Review colors, food, body parts, animals, clothing, nature, the weather, months of the year, days of the week, the seasons, and "beading".
6. Recite dialogue from memory.
7. Draw one to three words as concrete poems.
8. Actively participate in games.
9. Complete written activities.
10. Prepare simple skits.
11. Ask and answer "how much".

Daily Routine

Indian Prayer (Optional)

Greetings

Use greetings upon entry and exit.

Attendance

What vocabulary/themes to review:

- **Nouns, verbs, phrases:** Students give a word or phrase from a specified theme during roll call.
- **Weather:** Review and add if appropriate.

Calendar

Months:	January, February, March, September, October, November, December
Days:	Seven days of the week
Numbers:	One to fifty
Season:	Summer, autumn, winter

Game

Play "Concentration"

Concrete Poem

Ask students to make three concrete poems for display. Choose from the following:

mouse	dluna
duck	tsiis
egg	?iwaza
bear	ninagha
buffalo	xani-tii
beads	k'uschu
teeth	guwu

Dialogue

A. Script: Rodeo

Grandmother:
Dasnaha?a.
(Where are you going?)

?ilaana:
Tanats'idiniich'ishdi ts'idiidała?a.
(We're going to a rodeo.)

Grandmother:
?itoo, diyi guja nihits'i ninagidagu. Du gimoots'idistsiłgu, gimooyi?it. ?aayuwa.

(Chanting a prayer for safety of the horse and trip, as well as respect for nature and caring for everyone)

Jisi:
Donit'aa gunahi?
(How much would it cost?)

Ron:
Guut'aa k'adiidzinaa.
(Five dollars.)

Jisi:
Nihidzanaghazudila?
(Are you hungry?)

Ron:
?oo, sik'oza ?akodiiya.
(Yes. Let's get some ice cream.)

Ron:
Donit'aa?i?
(How much?)

Employee:
?atłik'aa k'adiidzinaa.
(One dollar.)

Jisi:
Doo niido.
(Let's sit here.)

Ron:
Nuwi xanits'idoo.
(There's a cowboy.)

?ilaana:
Gujo tanisdo!
(Good ride!)

Ron:
Nayiits'idiigu!
(Don't fall!)

Jisi:
Guja ?idisdluw!
(Good throw!)

Ron:
Siniist'a masnaha?a!
(Now I can do it!)

?ilaana:
K'ats'idinisni.
(I'm scared.)

?ilaana:
Guminiitid.
(Do your best.)

Father:
Guminiitid!
(Go for it!)

Ron:
Nuwi ʔilaana.
(There's Alana.)

Jisi:
Guminiitid!
(Go for it!)

Ron and Jisi:
Guja tonisdo!
(Good ride!)

Grandmother:
Guja niniya.
(You're home safely.)

B. Explanation Activities

- Give the students pictures of places that they can say in Tsuut'ina. Then ask them: "Daninahaa?" (Where are you going?)
- Give the students pictures of clothing and food. Ask them "Danit'a-ʔigu?" (How much?)
- Practice buying and selling objects.

Props for Dramatization

– Rodeo pictures

Alphabet	Grammar	
ts'	ts'ogha gusk'oos	– he or she is cold
j	jija	– berry
chu	chuwa	– wait

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher acts out the following actions while the students guess what he or she is doing. Eventually the students could also be the actors:

tanats'idiniich'ishdi	Performing rodeo stunts.
sik'odzi	Eating ice cream.
ʔit'oosituwa	Sipping tea.
tazili	Eating soup.
xanits'ido	Acting like a cowboy.
nanisʔi	Motioning to look.
tłuł	Acting like a Roper and pointing to the rope.
buus	Acting like a cat.
k'iyiji	Pretending to put on a shirt.
ʔitsi	Pointing to his or her head.

The teacher writes down a phrase or shows a picture of something and invites the students to draw a card and cut it out while the rest of the class guesses the answer.

The teacher writes the following numbers on the board:

tłik'aa mitoo – 11
ʔakiyi mitoo – 12
ʔtaak'i mitoo – 13
diich'i mitoo – 14
guut'aa mitoo – 15
gustoni mitoo – 16
chischidi mitoo – 17
tłaasdiich'i mitoo – 18
tłik'uyaa mitoo – 19
akadii – 20
akadii tłik'aa mitoo – 21
toodii – 30
diishdii – 40
guut'adii – 50

The teacher pretends to do the following:

Nanadanaayiitsoni.	Motions goodbye.
Tł'iitsin.	Smells something and shows a pleased face.
ʔit'oosi nichiidinitład.	Motions that leaves are falling.

The teacher pretends to be the following:

michadikodi – beaver
task'oyi – muskrat
dik'oyi-tsi – coyote
ninagha – bear
k'ats'idinisni – scared
ʔistłi – horse

The teacher dramatizes the following:

zas ʔat'i – a snowfall
ts'ogha gusk'oos – he or she is cold
nogha – has a beak
nit'ogha – has wings, then plucks a feather
nitsitł'aa – is holding something small
nichow – is holding something big

The teacher acts like the following animals:

dluna – mouse
misi-tsi – owl
dit'oni – eagle
tsiis – duck

The teacher dramatizes the following:

tsinaat'iyi – putting on a hat
ka-chu – putting on boots
kiyiji – putting on a coat
nida-chu – cougar
toshkashi – frog
dzazi-tsi – elk
natłodogha – rabbit
niwus – points to legs
nicha – points to tail

King's Chair

Materials

- A group of children sitting in a semi-circle

Method

- Each child is given a number. Number One is king.

- King begins to call a number.

- The child who is that number must call out another number, and so on.

- Any player who fails to answer immediately, or who calls his own number must go to the end of the line resulting in everyone renumbering.

- The goal of the game is to catch the King off guard so that he must move.

Word Comprehension Relay

Materials

- Two to four groups of students with an equal number of members per group

- Blackboard

- Chalk

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.

- The team that completes the task first wins.

This Is My Foot

Materials

- Students sitting in a circle

Method

- One player is selected IT and goes to the middle of the circle.

- IT stand in front of one player and points to one body part and says "This is my ______________ (a different body part)".

- The other player must point to the correct body part and say the other part. For example, IT points to his or her nose and says "This is my foot". The player points to his or her foot and says "This is my nose". If the player fails, he or she becomes IT.

Question-Answer Ball Throw

Materials

- Students sitting in a circle
- A small soft (foam) ball

Method

- The teacher throws the ball to a student and asks that student a question.

- The student who catches the ball must answer the question.

- The student then throws the ball to another student and asks the second student a question.

- The second student answers the question. The game continues in this way.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as "SIMON". The Students have picture props on their desk.

- The teacher calls out "SIMON SAYS, SHOW ME YOUR ______________."

- The students point to that item.

- When the teacher gives a command without saying "SIMON SAYS", the students should not do it. If they do, they are out.

- The game continues until only one person is left, or teacher ends the game.

- With more able students, a student can be SIMON.

- One player is selected IT and goes to the middle of the circle.

Communicative Competency

Create skits/role plays for the following:

- going to a rodeo
- going shopping
- going to a restaurant
- playing a game
- seeing "blue" things

Problems

1. I bought two shirts for $10.00 and a jacket for $15.00. How much did I spend?

2. Ask the students to make up a problem and present it to the class.

Rhythm Poems

1. **How many? Daniit'aʔi?**
10 – gunisnani
20 – ʔakadii
30 – toodii
40 – diishdii
50 – guut'adii
How many? Daniit'aʔi

2. **Rodeo – Tanats'idiniich'ishdi**
Good throw. – Guja ʔidisdal.
Don't fall. – Nayiits'id-igu.
Good ride. – Guja tonisdo.
Try your best. – Guminitid.
rodeo – tanats'idiniich'ishdi

3. **Cowboy – Xani ts'ido**
rodeo – tanats'idiniich'ishdi
rope – tł'uł
cowboy – xani ts'ido
rodeo – tanats'idiniich'ishdi
rope – tł'uł

4. **Blue – Dinisjoshi**
blue – dinisjoshi
blue beads – dinisjoshi gusitł'a
blue feather – dinisjoshi t'oh
blue bird – dinisjoshi ʔits'agha
blue – dinisjoshi

Riddles

Diyi ʔinogha ʔat'a. (These are eyes.)	Point to eyes.
Diyi ʔogha ʔat'a. (This is a beak.)	Point to a beak.
Diyi ʔit'ogha ʔat'a. (These are wings.)	Make arms into wings.
Diyi ʔik'us ʔat'a. (This is a neck.)	Point to neck.
Diyi ʔidzagha ʔat'a. (These are ears.)	Point to ears.
Diyi ʔiicha. (This is a tail.)	Point to a tail.
Diyi ʔiwus diich'ii. (These are four legs.)	Point to legs.
What is this? Diyi misi-tsi ʔat'a. (This is an owl.)	Hoot like an owl.

Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniiya. (Come in.)	open door and enter
Nido. (Sit down.)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili soghaniko. (Pass the soup.)	pass the soup
Diyi sik'odzi. (This is ice cream.)	lick the ice cream cone
ʔichiis. (Let's eat.)	eat
Sidinaa. (Hurry up.)	move quickly on the spot

Hygiene Instructions	**Pretend to**
Niwu ʔaadis. (Brush your teeth.)	brush teeth

Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Sidzagha tadistsił. (Wash your ears.)	wash ears
Siwus tadistsił. (Wash your legs.)	wash legs
Sicha tadistsił. (Wash your tail.)	wash tail
Sidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	**Pretend to**
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iya doghanila. (Put on your hat.)	put on hat
Nanaayistsoni. (See you later.)	wave good bye
Colors something	Point to/touch
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black

Total Physical Response

Teacher says	**Students do the following**
Numbers	**Hold up**
taak'i (three)	three fingers
ʔakiyi (two)	two fingers
ʔakaa mitoo (twelve)	twelve fingers
tłik'aa mitoo (eleven)	eleven fingers
taak'i mitoo (thirteen)	thirteen fingers
diich'i mitoo (fourteen)	fourteen fingers
guut'aa mitoo (fifteen)	fifteen fingers
gustaa mitoo (sixteen)	sixteen fingers
chishch'idi mitoo (seventeen)	seventeen fingers
tłashdiich'i mitoo (eighteen)	eighteen fingers
guut'aa (five)	five fingers
tłaasdiich'i (eight)	eight fingers
chishch'idi (seven)	seven fingers
tłik'uyaa (nine)	nine fingers
gunisnani (ten)	ten fingers
ʔakaa mitoo (twelve)	twelve fingers

ʔatłik'aa (one)	one finger
diich'i mitoo (fourteen)	fourteen fingers
guut'aa mitoo (fifteen)	fifteen fingers
gustaa mitoo (sixteen)	sixteen fingers
chishch'idi mitoo (seventeen)	seventeen fingers

Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	pretend to open door and enter
Nido. (Sit down.)	sit down
Tł'iitsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili soghaniko. (Pass the soup.)	pretend to pass the soup
Diyi sik'odzi. (This is ice cream.)	pretend to lick ice cream cone
ʔiisiino. (Let's eat.)	pretend to eat
Sidinaa. (Hurry up.)	move quickly on the spot

Show Me	**Point to**
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninogha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
ʔogha ʔasdaa ʔat'a. (Show me a beak.)	a beak
Nit'ogha ʔasdaa ʔat'a. (Show me your wings.)	pretend arms are wings
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Diyi misi-tsi ʔata. (This is an owl.)	hoot like an owl

Hygiene Instructions	**Pretend to**
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs

Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	Pretend to
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iyi doghanila. (Put on your hat.)	put on hat
Nanaayistsoni. (See you later.)	wave good bye

Colors	Point/touch something
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diik'aas. (This is red.)	red
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi dishgosh. (This is black.)	black
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi dishgosh. (This is black.)	black
Diyi dinisjosh. (This is green.)	green

Conversation	Pretend to
Tłlik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Nanisʔi. (Look.)	look up
Gudinisk'oos. (It's cool.)	shiver as if cold
Nuʔ. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	nod head
Tłlik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
ʔizists'iy. (Listen.)	put hand to ear
Diyi ts'iyinoo ʔagunil. (This is the life.)	look relaxed
ʔoo, magunisha. (Yes, I know.)	nod head
Nuʔ. (No.)	shake head
K'ats'idinisni. (I'm scared.)	pretend to be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nichow. (It's big.)	extend arms to show large size
Doosdiya. (Come here.)	come to teacher
Natłanaasaagush. (Let's go skating.)	pretend to skate

Culture

Four Sacred Items

Four items that are sacred and always accompany each ceremony are the **Pipe, Sweet Grass, Sacred Red Paint** and **Sage**. Honor, Respect, Sacredness, and Goodness are symbolized in the Pipe. Its purpose is to cleanse the body and mind of the Bad Spirit surrounding the smoker's universe. Sweet Grass and Sage are used as personal blessings during ceremonies, and especially for a safe journey. The burning of the Sweet Grass symbolizes respect for the Creator. Sacred Red Paint is used on the face and body, as well as on all other sacred objects that are associated with special ceremonies. It symbolizes that what is taken from Mother Earth must also be returned to Her.

These four elements are essential in each ceremony and can be used separately when praying either in the morning or at night. They are also used for the Feast.

Reading/Writing

Cryptic Messages

The teacher writes the following word, phrase or sentence on the board leaving some of the letters out. The students must guess the letters to solve the message and then act out the phrase to show that they understand it. The teacher may wish to promise the students a reward if they ever get the message in less than ONE TRY!! Do not use English. This activity should help the students to predict letters and show their familiarity with Tsuut'ina script. In later units the students can compose their own messages.

1. Maazini yik'a ʔat'a. (It is autumn.)
   Ɂit'oosi zidiyigoh. (Leaves change colors.)
   Ɂit'oosi nachiidiniitład. (Leaves fall.)
   Dit'oni winiga nadidił. (Eagles fly south.)
   Gooji winiga nadidił. (Geese fly south.)
   Gudinisk'oos. (It is cool.)
   Maazini yik'a ʔat'a. (It is autumn.)

2. Diyi k'iyiji doghanila. (Put on this jacket.)
   Tiyiik'a nichow. (It's too big.)
   Diyi k'iyiji doghanila. (Put on this jacket.)
   Tiyiik'a nitsitł'a. (It's too small.)
   Diyi k'iyiji doghanila. (Put on this jacket.)
   Diyi sayiitin. (It fits me perfectly.)

3. Ɂinists'ohi ʔanistłi. (I really like beading.)
   K'ashi magulini. (Is that ever nice.)
   Gujaaka! (Good for you!)

4. Dunazits'i. (Keep quiet.)
   Kuniya. (Come in.)
   Nido. (Sit down.)
   Tł'iguutsin. (That smells good.)
   Sidzanaghazud. (I'm hungry.)
   Tazili saghaniko. (Pass the soup.)
   Diyi sik'odzi. (This is ice cream.)
   Ɂichiish. (Let's eat.)
   Sidinaa. (Hurry up.)

5. Dik'oyi-tsi midzanaghazud. (The coyote is hungry.)

6. Diyi ts'iyinoo ʔagunili. (This is the life.)

7. Dzazi-tsi mik'a. (An elk was here.)
   Xani-tii mik'a. (A buffalo was here.)
   Dik'oyi-tsi mik'a. (A coyote was here.)
   Natł'odogha-tsi mik'a. (A rabbit was here.)
   Tłich'a-tsi mik'a. (A dog was here.)
   Ditoni-tsi mik'a. (An eagle was here.)
   Buus-tsi mik'a. (A cat was here.)
   Michadikodi-tsi mik'a. (A beaver was here.)

8. Zas ʔat'i. Ts'ogha gusk'oos. (It's snowing. It's cold outside.)
   Nik'iyija-chu doghanila. (Put on your coat.)
   Nikak'ida doghanila. (Put on your overshoes.)
   Nisk'a zas guli. (There is snow on the ground.)
   Tsisga gustin. (The river is frozen.)
   Natłanaasaagush. (Let's go skating.)
   Diyi zask'a ʔ'ata. (This is winter.)

Story Models

The teacher writes the following phrase on the board and explains the meaning in Tsuut'ina (using actions and diagrams, if necessary). The teacher then invites the students to draw pictures which illustrate the phrase. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Diyi ʔiwu.	(These are teeth.)
Diyi ʔiwu.	(These are teeth.)
Diyi ʔiwu.	(These are teeth.)
Diyi ʔiwu.	(These are teeth.)
Diyi ʔiwu nichow.	(These are big teeth.)

Ask the students to draw pictures which match these numbers: Do not show them the English text!

tłik'aa mitoo	(eleven)
ʔakiyi mitoo	(twelve)
taak'i mitoo	(thirteen)
diich'i mitoo	(fourteen)
guut'aa mitoo	(fifteen)
gustani mitoo	(sixteen)
chishch'idi mitoo	(seventeen)
tłaashdiich'i mitoo	(eighteen)
tłik'uyaa mitoo	(nineteen)
ʔakadii	(twenty)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Draw a misi-tsi (owl) and label the parts.

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Zas ʔat'i. Ts'ogha gusk'oos.
(It's snowing. It's cold outside.)

Nik'iyija-chu doghanila.
(Put on your coat.)

Nikak'ida doghanila.
(Put on your overshoes.)

Nisk'a zas guli.
(There is snow on the ground.)

Tsisga gustin.
(The river is frozen.)

Natłanaasaagush.
(Let's go skating.)

Diyi zask'a ʔ'ata.
(This is winter.)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Nik'iyija-chu doghanila.	(Put on your coat.)
Nitsinaat'iya doghanila.	(Put on your hat.)
Nanaayistsoni.	(See you later.)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Doosdiya.	(Come here.)
Nik'iyija-chu doghanila.	(Put on your coat.)
Nitsinaat'iya doghanila.	(Put on your hat.)
Natłanaasaagush.	(Let's go skating.)
Diyi ts'iyinoo ʔagunili.	(This is the life.)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Diyi diitsuw.	(This is yellow.)
Diyi dinisjosh.	(This is green.)
Diyi diik'aas.	(This is red.)
Diyi dishgosh.	(This is black.)

Print Activities

Language Experience Charts

Choose the names of students to write about. Complete one chart per week.

Crossword

Make up a crossword puzzle.

Use these words: zask'a, guskoos, gustin, zas guli, naguust'ina.

Evaluation

True – False

Use the happy face sheet.

Do this orally or in written form according to the students' ability. The teacher should create eight to twelve questions based on the student's ability.

Listening Comprehension

The teacher says two words/phrases which are either the same or different. The students show (with a hand or a colored card) whether they are the same or different. The teacher makes this up for sound recognition and comprehension.

Sequencing

The students are given the text of the dialogue and must order the sentences.

Application of dialogue

The students create a skit/role play about shopping or going to a rodeo. Evaluate for accuracy, creativity, and pronunciation.

Recite Dialogue

Self – Evaluation

Write a paragraph about, "What I would like to know more about in Tsuut'ina".

For student self-evaluation use the following Duplicating Masters:

Self-Evaluation
Feedback for Unit
ʔOO (Yes/True) Cha (No/False) – the happy face sheet

Observational Checklist

Use the Observational Checklist.

Attitudinal Checklist

To evaluate the students' affective development, use the Attitudinal Checklist.

Name: ____________________ Grade: __________

Unit: __________

Draw Pictures Of Each Word

dinisjoshi	diyi nida
diiyas	diik'aas
ditsuw	dishgoshi

Name: ____________________ Grade: __________

Unit: __________

Draw Pictures Of Each Word

ʔistłi	jija
buus	ʔilo

Name: ____________________ **Grade:** __________

Unit: __________

Missing Letter or Word Search

Fill in the missing letters.

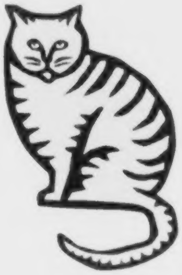
1. D__n__ a_a.
2. To ____'idin___'___di
   ts'____dat__'a.
3. D___t'a_ g___hi.
4. Ni____ag__z___la.
5. ʔ__li_'__ _'ad__d_in__.
6. N_w_ x__it_'__oo.
7. Gu__ ʔ_di_sd__d.

Name: ______________________ Grade: ____________

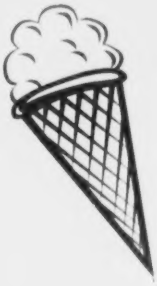
Unit: ____________

Match The Words and Pictures

ʔilo



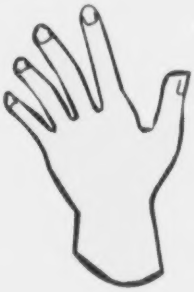
buus



guut’aa

5

sik’okzi

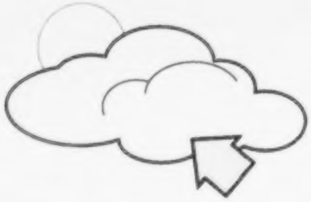


Name: ______________________ **Grade:** __________

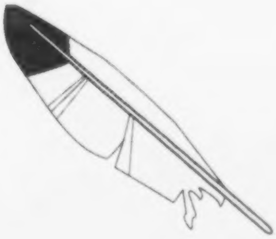
Unit: __________

Match The Words and Pictures

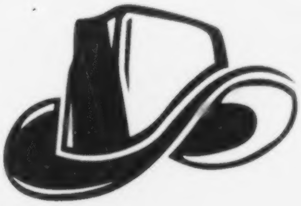
t'oh



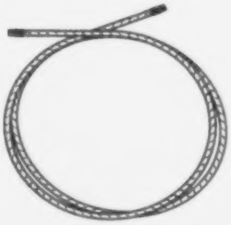
tłuł



ʔik'us



nitsinaat'iyii



Name: ______________________ Grade: __________

Unit: __________

Match the Sentences

1. Diyi zask’a ʔata.
2. Guskoos.
3. Tsisga gustin.
4. Nisk’a zas guli.
5. Diyik’a naguusti’ina.

This is winter.

It is cold.

The ice freezes on rivers.

There’s snow on the ground.

I’ve got this to do.

UNIT 7 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or chant	**LOGO: Nanagusja**
SCENE TWO	
Grandmother: **Dasnahaʔa?** (Where are you going?)	**Slide 1** Grandfather is by a horse trailer. He is asking Ron, Alana and Jessie a question. They are dressed in rodeo outfits.
ʔilaana: **Tanats'idiniich'ishdi ts'idiidołaʔa.** (We're going to a rodeo.)	**Slide 2** Jessie looks excited.
Grandmother: **ʔitoo, diyi guja nihits'i ninagidagu. Du gimoots' idistsiłgu, gimooyiʔit. ʔaayuwa.** (Chanting a prayer for safety of horse, trip, respecting nature and caring for everyone.)	**Slide 3** Grandfather is holding sweetgrass and smudging the truck, camper and horse trailer.
Jisi: **Donit'aa gunahi?** (How much would it cost?)	**Slide 4** Jessie and Ron are going through the wicket entrance to the rodeo.
Ron: **Guut'aa k'adiidzinaa.** (Five dollars.)	**Slide 5** Ron is answering Jessie.
Jisi: **Nihidzänaghazudila?** (Are you hungry?)	**Slide 6** Jessie and Ron are in front of an ice cream stand. They don't see the stand behind them.
Ron: **ʔoo, sik'oza ʔakodiiya.** (Yes. Let's get some ice cream.)	**Slide 7** Ron points to the ice cream stand.
Ron: **Donit'aaʔi?** (How much?)	**Slide 8** Ron is holding several dollars in his hand. He is asking an employee.

AUDIO	VISUAL
Employee: **ʔatłik'aa k'adiidzinaa.** (One dollar.)	**Slide 9** The worker at the ice cream stand gives Ron and Jessie the ice cream.
Jisi: **Doo niido.** (Let's sit here.)	**Slide 10** The kids are sitting down in the grandstand.
Ron: **Nuwi xanits'idoo.** (There's a cowboy.)	**Slide 11** A steer rider is on screen.
ʔilaana: **Gujo tanisdo!** (Good ride!)	**Slide 12** Jessie and Ron are cheering.
Ron: **Nayiits'idiigu!** (Don't fall!)	**Slide 13** A team is roping.
Jisi: **Guja ʔidisdluw!** (Good throw!)	**Slide 14** A team is roping.
Ron: **Siniist'a masnahaʔa!** (Now I can do it!)	**Slide 15** Ron looks relieved - happy, even.
¿ilaana: **K'ats'idinisni.** (I'm scared.)	**Slide 16** Alana is mounted on her horse. Father is beside her.
ʔilaana: **Guminiitid.** (Do your best.)	**Slide 17** Alana is petting her horse's neck.
Father: **Guminiitid!** (Go for it!)	**Slide 18** Father is hitting horse's rear as Alana takes off.
Ron: **Nuwi ʔilaana.** (There's Alana.)	**Slide 19** Ron is pointing at the ring.
Jisi: **Guminiitid!** (Go for it!)	**Slide 20** Alana is doing barrels.

AUDIO	VISUAL
Ron and Jisi: **Guja tonisdo!** (Good ride!)	**Slide 21** Ron and Jessie are standing up, cheering.
Grandmother: **Guja niniya.** (You're home safely)	**Slide 22** Grandmother is hugging the three children.
SCENE THREE	
Grandmother: **Dasnahaʔa?** (Where are you going?)	Word/Phrase in Tsuut'ina
ʔilaana: **ts'idiidołat'a.** (We're going to a rodeo.)	Word/Phrase in Tsuut'ina
Grandmother: **Pitoo, diyi guja nihits'i gimooyiʔit. Paayuwa.** (Chanting a prayer for safety of the horse and trip, as well as respect for nature and caring for everyone.)	Word/Phrase in Tsuut'ina
Jisi: **Donit'aa gunahi?** (How much is it?)	Word/Phrase in Tsuut'ina
Ron: **Akiyi k'adiidzinaa.** (Two dollars)	Word/Phrase in Tsuut'ina
Jisi: **Nihidzanaghazudila?** (Are you hungry?)	Word/Phrase in Tsuut'ina
Ron: **ʔoo, sik'oza ʔakodiiya.** (Yes. Let's get some ice cream)	Word/Phrase in Tsuut'ina
Ron: **Donit'aaʔi?** (How much?)	Word/Phrase in Tsuut'ina

AUDIO	VISUAL
Employee: **ʔatłik'aa k'adiidzinaa.** (One dollar.)	Word/Phrase in Tsuut'ina
Jisi: **Doo niio.** (Let's sit here.)	Word/Phrase in Tsuut'ina
Ron: **Nuwi xanits'idoo.** (There's a cowboy.)	Word/Phrase in Tsuut'ina
ʔilaana: **Guja tanisdo!** (Good ride!)	Word/Phrase in Tsuut'ina
Ron: **Nayiits'idiigu!** (Don't fall!)	Word/Phrase in Tsuut'ina
Jisi: **Guja ʔidisdluw!** (Good throw!)	Word/Phrase in Tsuut'ina
Ron: **Sinist'a masnahaʔa!** (Now I can do it!)	Word/Phrase in Tsuut'ina
ʔilaana: **K'ats'idinisni.** (I'm scared.)	Word/Phrase in Tsuut'ina
Father: **Guminiitid!** (Go for it!)	Word/Phrase in Tsuut'ina
Ron: **Nuwi ʔilaana.** (There's Alana.)	Word/Phrase in Tsuut'ina
Jisi: **Guminiitid!** (Go for it!)	Word/Phrase in Tsuut'ina
Ron and Jisi: **Guja tonisdo!** (Good ride!)	Word/Phrase in Tsuut'ina

AUDIO	VISUAL
Grandmother: **Guja niniya.** (You're home safely.)	Word/Phrase in Tsuut'ina
SCENE FOUR	
	LOGO: Animated Numbers
Father: **gunisnanii, ʔakadii, toodii, diishdii, guut'adii…** (ten, twenty, thirty, forty, fifty…)	Tsuut'ina Warrior is making smoke signals. His young son is looking on.
Ron: **Nanisʔi! Nanisʔi!** (Look! Look!)	A scene of smoke signals turning into digits 10, 20, 30, 40, 50
SCENE FIVE	
SFX: Laughing mask	**LOGO:** Indian mask
SFX: Cheering crowd at rodeo	
Bridle: **Nuwi xanits'idoo.** (There's a cowboy.)	Bridle and Saddle are together at a rodeo. The crowd surrounds them in the stands. Bridle is concentrating on the show, while Saddle is again obsessed with Bridle's eyes.
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **Guja tonisdo!** (Good ride!)	
Saddle: **Minagha ʔagunili!** (What beautiful eyes!)	
Bridle: **Nayiits'id-igu.** **Nayiits'id-igu.** (Don't fall. Don't fall.)	Saddle immediately puts his arm around Bridle.
Du nini! (Not you!)	Bridle elbows Saddle, who then looks dejected.
SFX: Beep! Beep! Booby prize	

AUDIO	VISUAL
SCENE SIX	
Mother: **Diyi dinishjoshi.** (This is blue.)	A blue screen
ʔilaana: **Diyi tsa dinisjoshi.** (This is a blue rock.)	A blue rock
Jisi: **Diyi nak'us dinisjoshi.** (This is a blue cloud.)	A blue cloud
Father: **Diyi gusitł'a dinisjoshi.** (These are blue beads.)	Blue beads
Grandmother: **Diyi t'oh dinisjoshi.** (This is a blue feather.)	A blue feather
Grandfather: **Diyi ʔits'agha dinisjoshi.** (This is a blue bird.)	A blue bird
Mother: **Diyi ʔistłi dinisjoshi.** (This is a blue horse.)	At Tsuut'ina Days (Banner in background), a pretty young filly prances by a number of horses. They are all young and virile and whistle at her. She winks at them. As she passes by Butch, he sucks in his gut to impress her. However, he turns blue.
SFX: Booby prize sound – double beeps	
SCENE SEVEN	
Father: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.) **Disgoshi diyini-da ʔatładini.** (If you said black, you were right.)	A black screen
Father: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A red screen

AUDIO	VISUAL
Dik'aas diyini-da ʔatładini. (If you said red, you were right.)	
Father: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A white screen
Diiyas diyini-da ʔatładini. (If you said white, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A yellow screen
Diitsuw diyini-da ʔatładini. (If you said yellow, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A green screen
Dinisjoshi diyini-da ʔatładini. (If you said green, you were right.)	
SCENE EIGHT	
Muskrat: **Chichi ʔastła**. (I can't do it.)	Muskrat and Beaver are in school. They are wearing glasses. Muskrat is working on a math problem. He is stuck on #66.
Beaver: **Nits'isa ʔastłaa-la?** (Can I help you?)	
Muskrat: **Chichi ʔastła**. (I can't do this.)	
Beaver: **Nanisʔi! Diyi ʔach'igushishay.** (Look! You forgot this.)	Beaver points out that the paper is upside down and the number should be 99.
Muskrat: **ʔuwa ʔastłah-igu.** (Oh! Now I can do this.)	

AUDIO	VISUAL
SCENE NINE	
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Bannock, Raspberry and Dried Meat are resting in a teepee. They hear Glob outside. As he enters, they run to the main pole and help each other climb up using a hanging rope. Glob continues to search for them. Once they reach the top, they slide down the outside of the teepee and run for it.
Raspberry: **Tł'uł saghnilo.** (Pass me the rope.)	
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	
Bannock: **Tł'uł saghnilo.** (Pass me the rope.)	
Raspberry, Bannock and Dried Meat: **ʔuwana nadiidał.** (Let's get out of here.)	
SFX: Wheeeeee!	
SCENE TEN	
Mother: **Diyi dit'aaʔa?** (What is this?)	An eagle
Ron: **Diyi dit'oni-tsi ʔat'a.** (This is an eagle.)	
Mother: **Diyi dit'aaʔa?** (What is this?)	A dog
Ron: **Diyi tłich'a-tsi ʔat'a.** (This is a dog.)	
ʔilaana: **Diyi dit'aaʔa?** (What is this?)	A rabbit

AUDIO	VISUAL
Ron: **Diyi natł'odogha-tsi ?at'a.** (This is a rabbit.)	
Jisi: **Diyi dit'aa?a?** (What is this?)	An owl
Ron: **Diyi misi-ti ?at'a.** (This is an owl.)	
?ilaana: **Diyi dit'aa?a?** (What is this?)	A beaver
Ron: **Diyi michadikodi-tsi ?at'a.** (This is a beaver.)	
Jisi: **Diyi dit'aa?a?** (What is this?)	An elk
Ron: **Diyi dzazi-tsi ?at'a.** (This is an elk)	
SCENE ELEVEN	
Father: **Diyi dit'aa ?at'a?** (What are these?)	A cat's ears flash on screen.
Jisi: **Diyi ?idzagha ?at'a.** (These are ears.)	
Father: **Diyi dit'aa ?at'a?** (What are these?)	A cat's eyes flash on screen below ears.
Jisi: **Diyi ?inagha ?at'a.** (These are eyes)	

AUDIO	VISUAL
Father: **Diyi dit'aaʔa?** (What is this?) **Jisi:** **Diyi ʔitsi ʔat'a.** (This is a nose.)	A cat's nose flashes on screen below eyes.
Father: **Diyi dit'aa ʔat'a?** (What are these?) **Jisi:** **Diyi ʔiwu ʔat'a.** (These are teeth.)	A cat's teeth flash on screen below nose.
Father: **Diyi dit'aa ʔat'a?** (What are these?) **Jisi:** **Diyi ʔiwus ʔat'a.** (These are legs.)	A cat's legs flash on screen below neck.
Father: **Diyi dit'aaʔa?** (What is this?) **Jisi:** **Diyi ʔicha ʔat'a.** (This is a tail.)	A cat's tail flashes on screen above/behind legs.
Father: **Diyi dit'aaʔa?** (What is this?) **Jisi:** **Diyi buus ʔat'a.** (This is a cat.)	All parts are joined through an outline.
SCENE TWELVE **Ron:** **Donit'aa minahi, diyi tsinaat'iyi?** (How much is this hat?)	Ron is holding a hat.

AUDIO	VISUAL
Employee: **ʔatłik'aa k'adiidzinaa.** (One dollar.)	
Ron: **Doo ʔatłik'aa k'adiidzinaa.** (Here's one dollar.)	Ron's hand passing $1.00 to employee.
Ron: **Donit'aa minahi, diyi k'iyiji?** (How much is this jacket?)	Ron is holding a jacket.
Employee: **Gunisnani k'adiidzinaa.** (It's ten dollars.)	
Ron: **Doo gunisnani k'adiidzinaa.** (Here's ten dollars.)	Ron's hand passing $10.00 to employee.
Ron: **Donit'aa minahi, diyi ka?** (How much are these shoes?)	Ron is holding some shoes.
Employee: **ʔakadii k'adiidzinaa.** (They're twenty dollars.)	
Ron: **Doo ʔakadii k'adiidzinaa?** (How much is this shirt?)	Ron is holding a shirt.
Employee: **Guut'a k'adiidzinaa.** (It's $5.00.)	
Ron: **Doo guut'aa k'adiidzinaa.** (Here's five dollars.)	Ron's hand is passing $5.00 to employee.
SCENE THIRTEEN **Grandmother:** **ʔisu ʔistłinaʔa.** (I'm Grandmother.)	Grandmother is smiling.

AUDIO	VISUAL
Grandfather: **ʔisagha ʔistłinaʔa.** (I'm Grandfather.)	Grandfather is smiling.
Mother: **ʔinoo ʔistłinaʔa.** (I'm Mother.)	Mother is smiling.
Father: **ʔitoo ʔistłinaʔa.** (I'm Father.)	Father is smiling.
ʔilaana: **ʔilaana ʔistłinaʔa.** (I'm Alana.)	Alana is smiling.
Jisi: **Jisi ʔistłinaʔa.** (I'm Jessie.)	Jessie is smiling.
Ron: **Ron ʔistłinaʔa.** (I'm Ron.)	Ron is smiling.
Ron: **Michadikodi ʔistłinaʔa.** (I'm Beaver.)	Beaver is smiling.
ʔilaana: **Nitł'odogha ʔistłinaʔa.** (I'm Rabbit.)	Rabbit is smiling.
Ron: **Task'oyi ʔistłinaʔa.** (I'm Muskrat)	Muskrat is smiling.
ʔilaana: **Ninagha ʔistłinaʔa.** (I'm Bear.)	Bear is smiling.
Jisi: **Tsiis ʔistłinaʔa.** (I'm Duck.)	Duck is smiling.
Ron: **Misi-tsi ʔistłinaʔa.** (I'm Owl.)	Owl is smiling.

AUDIO	VISUAL
ʔilaana: **Dit'oni ʔistłinaʔa.** (I'm Eagle.)	Eagle is smiling.
Jisi: **Tłich'a-tsi ʔistłinaʔa.** (I'm Dog.)	Dog is smiling.
Jisi: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob is smiling.
Jisi: **Jija ʔistłinaʔa.** (I'm Berry.)	Raspberry is smiling and running across screen.
Ron: **Nits'ist'aatii ʔistłinaʔa.** (I'm Bannock.)	Bannock is smiling and running across screen.
ʔilaana: **Suni ʔistłinaʔa.** (I'm Dried Meat.)	Dried Meat is smiling and running across screen.
Grandfather: **Buchi ʔistłinaʔa!** (I'm Butch!)	Butch, the swayback horse is in sunglasses, smiling, and holding lemonade.
SCENE FOURTEEN	
Grandmother, Grandfather, Mother, Father, ¿ilaana, Jessie, Ron: **Nanadaayiitsoni!** (See you again soon!)	A "family" shot including the graphic of Butch and Beaver, all are waving good-bye.
SCENE FIFTEEN	
Theme music	**LOGO**
SCENE SIXTEEN	
Theme music	**Credits**

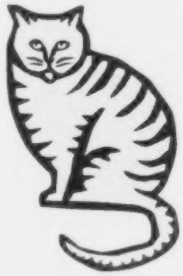
Name: ______________________

Grade: __________

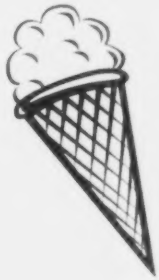
Unit: __________

Match The Words and Pictures

ʔilo



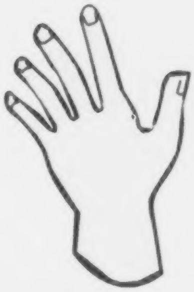
buus



guut’aa

5

sik’okzi

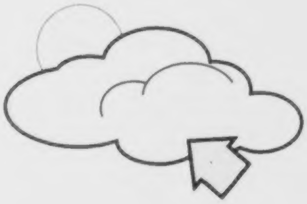


Name: ______________________ **Grade:** __________

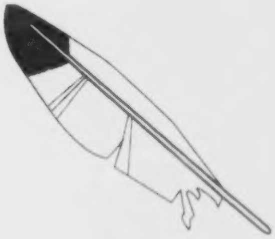
Unit: __________

Match The Words and Pictures

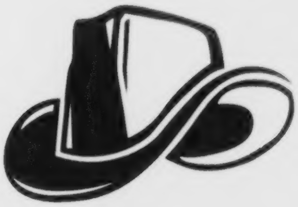
t'oh



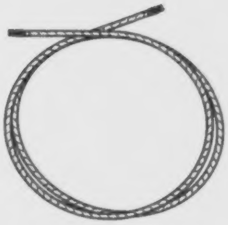
tłuł



ʔik'us



nitsinaat'iyii



Name: ______________________ **Grade:** __________

Unit: __________

Match the Sentences

1. Diyi zask'a ʔata.	The ice freezes on rivers.
2. Guskoos.	It is cold.
3. Tsisga gustin.	This is winter.
4. Nisk'a zas guli.	I've got this to do.
5. Diyik'a naguusti'ina.	There's snow on the ground.

Nanagusja

Unit Eight

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

🗐	This icon means duplicating master.
🔑	This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show *Video*	Daily *Routine*	Dialogue	Dialogue *Explanation*	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter *Worksheet*	Word-Picture *Match*	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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CONTENT OVERVIEW

Unit 8: Planting the Garden

Themes

New

- Gardening
- Vegetables
- Summer
- Pink

Review

5. Colors
6. Money
7. Rodeo
8. Objects
9. Clothing
10. Family
11. Greetings
12. Nature
13. Big/Small
14. Animals
15. Months of the year
16. Weather

Objectives

By completion of this unit, the students will be able to:

1. Count to one hundred and answer "how many" and "how much".
2. Say and understand "pink".
3. Role play planting a garden.
4. Name animals and body parts.
5. Review colors, sizes, food, body parts, animals, clothing, nature, weather, months, days of week, seasons, beading, rodeo.
6. Recite dialogue from memory.
7. Draw one to three words as concrete poems.
8. Actively participate in games.
9. Complete written activities.
10. Prepare simple skits.
11. Name the twelve months of the year.
12. Name vegetables.
13. Describe spring.

Daily Routine

Indian Prayer (Optional)

Greetings

Use greetings upon entry and exit.

Attendance

What vocabulary/themes to review:

- **Nouns, verbs, phrases:** The students give a word or phrase from a specified theme during roll call.
- **Weather:** Review and add if appropriate.

Calendar

Months:	Twelve months of the year
Days:	Seven days of the week
Numbers:	One to one hundred
Season:	All four seasons

Concrete Poems

Ask the students to make three concrete poems for display. Choose from the following:

It's cold.	Gusk'oos.
beads	k'oschu
I'm scared.	K'ats'idinisni.
muskrat	task'oyi
teeth	miwus
leaf	ʔit'oosi
book	naditł'isha
onion	tł'uwch'izhi
turnip	ʔists'aga
It's raining.	Cho ʔat'i.

Dialogue

A. Script: Planting a Garden

Gerald:
ʔaadiilo
(Let's go plant.)

Jisi:
Xants'ishdilshi ʔuwa tł'uwch'izha nayistłahi.
(I'll bring the potatoes and onions.)

Gerald:
ʔoo ʔitoo, diyi kachina naxanadiʔo.
ʔidiiyaa-da. ʔaayuwa.
(Prayer)

Jisi:
Doo tł'uwch'izhi ʔadiilo.
(Let's plant the onions here.)

Gerald:
ʔuwa doo ʔits'aga ju ʔadiilo.
(Plant the turnips here, too.)

Jisi:
K'aʔaadiiyiilo!
(Finished planting!)

Gerald:
Guja naxoo ʔich'idiyaa-da.
(I hope it grows well for us.)

Jisi:
Tu moghanischud.
(Let's water it.)

Gerald:
ʔusa diyi magunashon ʔaaka!
(In the future, you'll know.)

B. Explanation Activities

- Bring in vegetables and play a naming game.
- Role play planting a garden.
- Describe spring.

Props for Dramatization

Real or plastic vegetables

Alphabet	Grammar	
ch'	tł'uwch'izhi	– onion
z	tazili	– soup
s	suh	– star

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher acts out the following actions while the students guess what he or she is doing. Eventually the students could also be the actors.

ʔaadiilo. – Pretend to plant.
(Let's go plant.)

Tu moghanischud. – Pretend to water.
(Let's water it.)

Cho ʔat'i. (It's raining.)	– Pretend it is raining.

The teacher writes the following numbers on the board:

gustodii	– 60
chisch'idini	– 70
tłaashdiishdini	– 80
tłak'uyaadini	– 90
gunisnadii	– 100

The teacher dramatizes the following:

Mizo. (It's a mouth.)	– Points to mouth.
xan-tii (buffalo)	– Acts like a buffalo.
tłich'a-tsi (dog)	– Acts like a dog.
k'uschu (a bead)	– Pretends to hold a bead.
ʔinists'ohi ʔanistłi. (I really like beading.)	– Pretends to be beading.
nidatł'isha (a book)	– Points to what he or she is reading.
Natłanaasaagush. (Let's go skating.)	– Pretends to be skating.
Diyi ʔitsi ʔat'a. (This is a nose.)	– Points to nose.
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	– Points to teeth.
Diyi ʔagunili. (This is delicious.)	– Pretends that something is delicious.
ʔizists'iy.	– Motions to listen.

Buzz

Materials

– A group of players

Method

– A forbidden number is selected (4 or 7 or any other).

– In a set order players begin to call off numbers beginning with ONE.

– Instead of saying the forbidden number or any multiple of it, or any number which it is a part of, the player must say BUZZ.

– If he or she does not, the player is eliminated from the game.

Variation

– Choose two forbidden numbers, for example numbers 3 and 8.

– In place of 3 or multiples of 3 the players will say BUZZ.

– In place of 8 or multiples of 8, players will say FIZZ.

– For a number that involves both, like 38, they will say BUZZ-FIZZ.

Number Recognition Relay

Materials

– Two to four groups of students with an equal number of members per group

– Blackboard

– A set of numbers randomly placed on the blackboard from one to forty for each team

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a number and one member from each team runs to the player, passes him or her the chalk, and moves to the back of the line.

- The relay continues.

- The team that completes the task first wins.

Word Comprehension Relay

Materials

- Two to four groups of students with an equal number of members per group

- Blackboard

- Chalk

Method

- The students line up at a set distance from the blackboard.

- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.

- The team that completes the task first wins.

This Is My Foot

Materials

- Students sitting in a circle

Method

- One player is selected IT and goes to the middle of the circle.

- IT stand in front of one player and points to one body part and says, " THIS IS MY ______________" (a different body part).

- The other player must point to the correct body part and say the other body part.

For example, IT points to his or her nose and says "This is my foot". The player points to his or her foot and says "This is my nose". If the player fails, he becomes IT.

Question-Answer Ball Throw

Materials

- Students sitting in a circle.
- Small soft (foam) ball

Method

- The teacher throws the ball to a student and asks that student a question.

- The student who catches the ball must answer the question.

- The student then throws the ball to another student and asks the second student a question.

- The second student answers the question.

- The game continues.

Concentration

Materials

- Students sitting in a circle

Method

- The teacher starts a slap-clap-snap-clap rhythm. The students join in.

- The teacher names a category. Each student names one item in the category.

- If the student cannot think of a word he or she is out.

- The game continues until all of the students are out, or the teacher chooses to go on to another activity.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. The students have picture props on their desk.

- The teacher calls out "SIMON SAYS, SHOW ME YOUR _______."

- The students point to that item.

- When the teacher gives a command without saying "SIMON SAYS", the students should not do it. If they do, they are out.

- The game continues until only one person is left or the teacher ends the game.

- With more able students, a student can be SIMON.

- One player is selected IT and goes to the middle of the circle.

Communicative Competency

Create skits/role plays for the following:

- meeting someone
- going to a rodeo
- planting a garden
- shopping
- going for a spring walk

Problems

Ask students to make up problems in Tsuut'ina for one another.

Rhythm Poems

1. I'm hungry. – Sidzanaghazud.
onions – tł'uwch'izhi
potatoes – xants'ishdilshi
turnips – ʔists'aga
This soup is tasty. – Tazili aguníli.

2. Garden
– ʔachidiilushdi
Let's plant onions here.
– Doo tłuwch'izhi ʔadiilo.
Let's plant potatoes here.
– Doo xants'ishdilshi ʔadiilo.
Let's plant turnips here.
– Doo ʔists'aga ʔadiilo.
I hope it grows well.
– Guja naxoo ʔich'idiyaada.

3. Pink – diikoni
pink mouth – guza diikoni
pink beads – gusitl'a diikoni
pink bird – ʔits'aga diikoni
pink feather – t'oh diikoni
pink – diikoni

4. Summer – ʔama
fall – maazini
winter – zask'a
spring – xadaguzidi

5. Eyes – ʔinagha
ears – ʔidzagha
mouth – ʔiza
nose – ʔitsi
hair – ʔitsagha
hands – ʔilo
legs – ʔiwus

Riddles

Minagha guli. (It has eyes.)	Point to eyes.
Mogha guli. (It has a beak.)	Shape a beak-like nose.
Mit'ogha guli. (It has wings.)	Pretend arms are wings.
Mik'us guli. (It has a neck.)	Point to neck.
Midzagha guli. (It has ears.)	Point to ears.
Micha guli. (It has a tail.)	Outline a tail behind you.
ʔikiyi miwus guli. (It has two legs.)	Point to legs.
Diyi dit'aa ʔat'a?	(What is this?)
Diyi dit'oni ʔat'a.	(This is an eagle.)

Conversation	Pretend to
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	open door and enter
Nido. (Sit down.)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili noghanisko. (Pass the soup.)	pass the soup
Diyi sik'odzi. (This is ice cream.)	lick the cone
ʔiisiino. (Let's eat.)	eat
Sidinaa. (Hurry up.)	move quickly on the spot

Hygiene Instructions	Pretend to
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs
Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	Pretend to
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iyii doghanila. (Put on your hat.)	put on hat
Nanaayistsoni. (See you later.)	wave good bye

Colors	Point/touch something
Diyi diiyas. (This is white.)	white

Diyi diikon. (This is pink.)	pink
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black

Conversation	**Pretend to**
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Nanisʔi. (Look.)	look up
Gudinisk'oos. (It's cool.)	shiver as if cold
Nuʔ. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	nod head
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
ʔizists'iy. (Listen.)	put hand to ear
Diyi ts'iyinoo ʔagunili. (This is the life.)	look relaxed
ʔoo, magunisha. (Yes, I know.)	nod head
Nuʔ. (No.)	shake head
K'ats'idinisni. (I'm scared.)	be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nichow. (It's big.)	show a large size
Doosdiya. (Come here.)	come to the teacher
Natłanaasaagush. (Let's go skating.)	skate

Gardening	**Pretend to**
Xants'ishdilshi doosdilo. (Bring the potatoes here.)	carry potatoes
Xants'ishdilshi ʔadiilo. (Let's plant the potatoes.)	plant potatoes
Xants'ishdilshi tu moghanischud. (Water the potatoes.)	water potatoes
ʔits'aga doosdilo. (Bring the turnips.)	carry turnips
ʔits'aga ʔadiilo. (Let's plant the turnips.)	plant turnips
ʔits'aga tu moghanischud. (Water the turnips.)	water turnips
Tł'uwch'izhi doosdilo. (Bring the onions.)	carry onions
Tł'uwch'izhi ʔadiilo. (Let's plant the onions.)	plant onions
Tł'uwch'izhi tu moghanischud. (Water the onions.)	water onions

Total Physical Response

Teacher says	Students do the following
Numbers	**Hold up**
taak'i	three fingers
ʔakiyi	two fingers
ʔakiyi mitoo	twelve fingers
tłik'aa mitoo	eleven fingers
taak'i mitoo	thirteen fingers
tłik'uyaa mitoo	nineteen fingers
akadii	twenty fingers
diich'i mitoo	fourteen fingers
guut'aa mitoo	fifteen fingers
gustani mitoo	sixteen fingers
tłik'uyaa mitoo	nineteen fingers
akadii	twenty fingers
chishch'idi mitoo	seventeen fingers
tłaashdiich'i mitoo	eighteen fingers
tłik'uyaa mitoo	nineteen fingers
akadii	twenty fingers
gunisnani	ten fingers
ʔakaa mitoo	twelve fingers
ʔatłik'aa	one finger
diich'i mitoo	fourteen fingers
guut'aa mitoo	fifteen fingers
gusta mitoo	sixteen fingers
chishch'idi mitoo	seventeen fingers
Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	open door and enter
Nido. (Sit down.)	sit down
Tł'iitsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili soghaniko. (Pass the soup.)	pass the soup
Diyi sik'odzi. (This is ice cream.)	lick the cone
ʔichiish! (Let's eat!)	eat
Sidinaa. (Hurry up.)	move quickly on the spot
Show Me	**Point to**
Nilo ʔasdaa ʔat'a. (Show me your hands.)	hands
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninagha ʔasdaa ʔat'a. (Show me your eyes)	eyes
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth

Nilo ʔasdaa ʔat'a. (Show me your hands.)	hands
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nits'ana niwu. (Show me your teeth.)	teeth
Nits'ana ninagha. (Show me your eyes.)	eyes
Nits'ana nilo. (Show me your hands.)	hands
Nits'ana nidzagha. (Show me your ears.)	ears
Nits'ana nizo. (Show me your mouth.)	mouth
Nits'ana ninagha. (Show me your eyes.)	eyes
Nits'ana nilo. (Show me your hands.)	hands
Nits'ana niwu. (Show me your teeth.)	teeth
Nits'ana ninagha. (Show me your eyes.)	eyes
Nits'ana nogha. (Show me your beak.)	beak
Nits'ana nit'ogha. (Show me your wings.)	pretend arms are wings
Nits'ana nik'us. (Show me your neck.)	neck
Nits'ana nidzagha. (Show me your ears.)	ears
Nits'ana nicha. (Show me your tail.)	tail
Nits'ana niwus. (Show me your legs.)	legs
Diyi dit'oni ʔata. (This is an eagle.)	Act like an eagle.

Hygiene Instructions	**Pretend to**
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs
Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	**Pretend to**
Nik'iyija doghila. (Put on your coat.)	put on coat
Nitsinaat'iyi doghanila. (Put on your hat.)	put on hat
Nanaayistsoni. (See you later.)	wave good bye

Colors	**Point/touch something**
Diyi diiyas. (This is white.)	white
Diyi diikon. (This is pink.)	pink
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjoshi. (This is green.)	green
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black
Diyi diiyas. (This is white.)	white
Diyi diik'aas. (This is red.)	red

Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diikon. (This is pink.)	pink
Diyi dishgosh. (This is black.)	black

Conversation	Pretend to
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Nanisʔi. (Look.)	look up
Gudinisk'oos. (It's cool.)	shiver as if cold
Nuʔ. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	nod head
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
ʔizists'iy. (Listen.)	put hand to ear
Diyi ts'iyinoo ʔagunili. (This is the life.)	look relaxed
ʔoo, magunisha. (Yes, I know.)	nod head
Nuʔ. (No.)	shake head
K'ats'idinisni. (I'm scared.)	be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nichow. (It's big.)	show a large size
Doozdiya. (Come here.)	come to the teacher
Natłanaasaagush. (Let's go skating.)	skate

Gardening	Pretend to
Xants'ishdilshi doosdilo. (Bring the potatoes.)	carry potatoes
Xants'ishdilshi ʔadiilo. (Let's plant the potatoes.)	plant potatoes
Xants'ishdilshi tu moghanischud. (Water the potatoes.)	water potatoes
ʔits'aga doosdilo. (Bring the turnips.)	carry turnips
ʔits'aga ʔadiilo. (Let's plant the turnips.)	plant turnips
ʔits'aga tu moghanischud. (Water the turnips.)	water turnips
Tł'uwch'izhi doosdilo. (Bring the onions.)	carry onions
Tł'uwch'izhi ʔadiilo. (Let's plant the onions.)	plant onions
Tł'uwch'izhi tu moghanischud. (Water the onions.)	water onions

Culture

Four Sacred Items

Four items that are sacred and always accompany each ceremony are the **Pipe, Sweet Grass, Sacred Red Paint** and **Sage**. Honor, Respect, Sacredness, and Goodness are symbolized in the Pipe. Its purpose is to cleanse the body and mind of the Bad Spirit surrounding the smoker's universe. Sweet Grass and Sage are used as personal blessings during ceremonies, and especially for a safe journey. The burning of the Sweet Grass symbolizes respect for the Creator. Sacred Red Paint is used on the face and body, as well as on all other sacred objects that are associated with special ceremonies. It symbolizes that what is taken from Mother Earth must also be returned to Her.

These four elements are essential in each ceremony and can be used separately when praying either in the morning or at night. They are also used for the Feast.

1. Explain the importance of Sweet Grass, Tobacco, and Prayers when planting and traveling.

2. Choose one of the following for each unit:

   - Dance
   - Craft
   - Feast
   - Speaker

3. **Beadwork:** Students will decide on their patterns and the color beads to be used for their belt. Weaving boards must be strung according to width. An even number of and uneven number of threaded beads are used.

Reading/Writing

Cryptic Messages

The teacher writes the following word, phrase or sentence on the board leaving some of the letters out. The students must guess the letters to solve the message and then act out the phrase to show that they understand it. The teacher may wish to promise the students a reward if they ever get the message in less than ONE TRY!! Do not use English. This activity should help the students to predict letters and show their familiarity with Tsuut'ina script. In later units the students can make up their own messages.

1. Sidzanaghazud. (I'm hungry.)
   Diyi sik'odzi. (This is ice cream.)
   Diyi tazili. (This is soup.)
   Diyi ʔayuwa. (This is a banana.)
   Diyi diiyali. (This is an apple.)
   Diyi jija. (This is a berry.)
   Diyi suni. (This is dried meat.)
   Diyi ʔit'oosituwa. (This is tea.)
   Guja ʔiyistsad. (I ate well.)

2. Nik'iyija doghanila. (Put on your coat.)
   Nitsinaat'iya doghanila. (Put on your hat.)
   Nanaáyistsoni. (See you later.)

3. This is my family.
   ʔisu (Grandmother)
   ʔisagha (Grandfather)
   ʔinoo (Mother)
   ʔitoo (Father)

4. Xadaguyizid. (It is spring.)
   Cho ʔat'i. (It's raining.)
   Dit'oni winiga guts'i ninadil. (The eagles return from the south.)
   Toshkashi nadini. (The frogs are croaking.)
   Xadaguyizid. (It is spring.)

5. Daninaha. (Where are you going?)
   Tanats'idiniich'ishdi ts'i daayahat'a. (We're going to a rodeo.)
   Doo niido. (Let's sit here.)
   Nuwi xani ts'idoo. (There's a cowboy.)
   Guja tanisdo! (Good ride!)
   Nayiits'id-igu. (Don't fall.)
   Guja ʔidisdlug. (He roped well.)
   Guminiitid. (Try your best.)

Story Models

The teacher writes the following phrase on the board and explains the meaning in Tsuut'ina (using actions and diagrams, if necessary). The teacher invites the students to draw pictures which illustrate the phrase. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Sidzanaghazud. (I'm hungry.)
Diyi sik'odzi. (This is ice cream.)
Diyi tazili. (This is soup.)
Diyi ʔayuwa. (This is a banana.)
Diyi diiyali. (This is an apple.)
Diyi jija. (This is a berry.)
Diyi suni. (This is dried meat.)
Diyi ʔit'oosituwa. (This is tea.)
Guja ʔiyistsad. (I ate well.)

Draw a picture of a buus (cat) and label all the body parts known.

Draw a picture of a dit'oni (eagle) and label all the body parts known.

Draw a picture of a xani-tii (buffalo) and label all the body parts known.

Ask the students to draw a picture of an animal for each color they know.

The teacher discusses who might ask the question and who might answer it. The students could draw cartoon-like characters with these words in bubble captions:

Nik'iyija doghanila. (Put on your coat.)
Nitsinaat'iya doghanila. (Put on your hat.)
Nanaayistsoni. (See you later.)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

This is my family:
ʔisu (Grandmother)
ʔisagha (Grandfather)
ʔinoo (Mother)
ʔitoo (Father)

Give the students the following text and ask them to draw the characters who might say this dialogue:

Xadaguyizid.
(It is spring.)
Cho ʔat'i.
(It's raining.)
Dit'oni winiga guts'i ninadil.
(The eagles return from the south.)
Toshkashi nadini.
(The frogs are croaking.)
Xadaguyizid.
(It is spring.)

Ask the students to draw pictures which match these sentences: Do not show them the English text!

Xants'ishdilshi doosdilo.
(Bring the potatoes here.)
Xants'ishdilshi ʔadiilo.
(Let's plant the potatoes.)
Xants'ishdilshi tu moghanischud.
(Water the potatoes.)
ʔits'aga doosdilo.
(Bring the turnips here.)
ʔits'aga ʔadiilo.
(Let's plant the turnips.)
ʔits'aga tu moghanischud.
(Water the turnips.)
Tł'uwch'izhi doosdilo.
(Bring the onions here.)
Tł'uwch'izhi ʔadiilo.
(Let's plant the onions.)
Tł'uwch'izhi tu moghanischud.
(Water the onions.)

Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text!

Dasnaha?
(Where are you going?)
Tanats'idiniich'ishdi ts'i daayahat'a.
(We're going to a rodeo.)
Doo niido.
(Let's sit here.)
Nuwi xani ts'idoo.
(There's a cowboy.)
Guja tanisdo!
(Good ride!)
Nayiits'id-igu.
(Don't fall.)
Guja ʔidisdlug.
(He roped well.)
Guminiitid.
(Try your best.)

Print Activities

Language Experience Charts

Continue to write stories about each student in the class.

Evaluation

True – False

Use the happy face sheet provided.

Listening Comprehension

The teacher says two words/phrases which are either the same or different. The students show (with a hand or a colored card) whether they are the same or different. The teacher makes this up for sound recognition and comprehension.

Sequencing

The students are given the text of the dialogue and must order the sentences.

Application of dialogue

The students create a skit/role play about shopping or going to a rode. Evaluate for accuracy, creativity, and pronunciation.

Recite Dialogue

Self - Evaluation

Write a paragraph about, "What I would like to know more about in Tsuut'ina".

For student self-evaluation use the following Duplicating Masters:

Self-Evaluation
Feedback for Unit
ʔOO (Yes/True) Cha (No/False) – the happy face sheet

Observational Checklist

Checklists may prove useful. Note the following example:

Sample Observational Checklist

Date ____________

Name ____________

The student is able to:

1. Describe family members.
2. Identify places where Tsuut'ina is spoken.
3. Correctly use vocabulary about family.
4. Clearly and accurately pronounce family terms.
5. Describe and identify pictorial aspects of the four seasons.
6. Identify colors.
7. Identify weather in different pictures.
8. Name in order the months of year.
9. Name in order the days of week.
10. Name clothing and discuss colors, prices.
11. Talk about rodeos, beading, gardening, going for walks.
12. Count to one hundred.

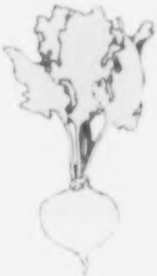
You may also use the Observational Checklist.

Name: ______________________ Grade: __________

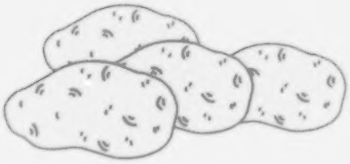
Unit: __________

Match The Words and Pictures

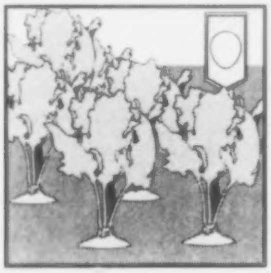
xants'ishdilshi



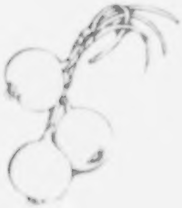
tł'uwch'izhi



ʔits'aga



ʔats'idilati



Name: ______________________ Grade: __________

Unit: __________

Complete The Following Sentences

1. ______________________ ʔistɬina.

2. Isno ʔanistɬi ______________________.

3. Tu isno ʔanistɬi ______________________.

4. Du isno ʔanistɬi ______________________.

5. Du tu ʔisdon ʔanistɬi ______________________.

Name: ______________________ Grade: __________

Unit: __________

Complete The Sentences

1. ʔatłikaa dzinisi ______________________.
2. ʔakiyi dzinisi ______________________.
3. Taaki dzinisi ______________________.
4. Diich'i dzinisi ______________________.
5. Guut'a tsitł'a ______________________.
6. Dzinisi tsitł'a ______________________.
7. Dzinisi yik'a ______________________.

Name: ______________________ **Grade:** __________

Unit: __________

Draw Pictures Of Each Word

k’iyiji	k’iyiji
tsit’iyi	kaasts’igi
diiyali	ʔayuwa

Name: ______________________ Grade: __________

Unit: __________

Draw Pictures Of Each Word

xants'ishdilshi	jija
nits'ista-tii	?ists'aga

Name: ____________________ Grade: __________

Unit: __________

Complete The Sentence

1. ʔisu sik’odzi ʔisno ʔanilin ____________________.

2. ʔisagha ʔit’aasituwa ʔanilin ____________________.

3. ʔitoo tsit’iyi doghasin ____________________.

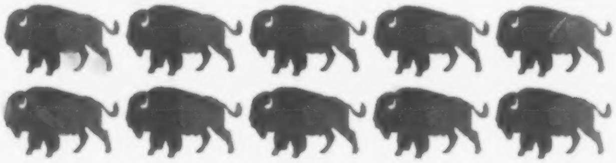
4. ʔitoo xants’ishdilshi ʔadilo ____________________.

Name: ______________________ Grade: ____________

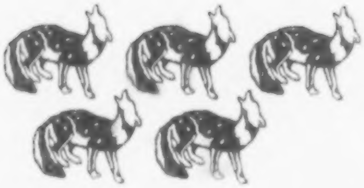
Unit: ____________

Draw A Line To The Correct Picture

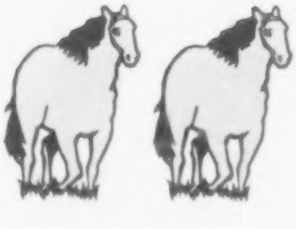
1. Diyi ʔakiyi ʔistłi.



2. Diyi guut'a dikoyi.



3. Diyi gunisnani xani-tii.



Name: ____________________ Grade: __________

Unit: __________

Match the Sentences

1. Sidzanaghazud.	This is soup.
2. Diyi tazila ʔata.	I ate well.
3. Diyi jija ʔata.	This is dried meat.
4. Diyi suni ʔat'a.	I'm hungry.
5. Guja ʔiyistsad.	This is a berry.

Name: ______________________ Grade: __________

Unit: __________

Follow Instructions Colour The Little Girl

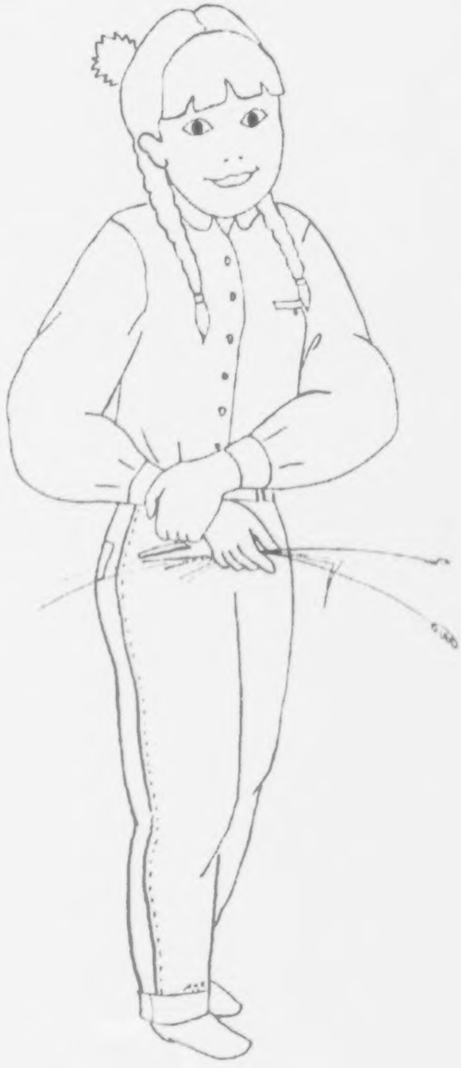
1. Mitsagha dishgoshi gu tanidza.

2. Mik'iyija dinisjoshi gu tanidza.

3. Mistła dist'uza tanidza.

4. Mika diigoyi gu tanidza.

5. Mizo diikoni gu tanidza.

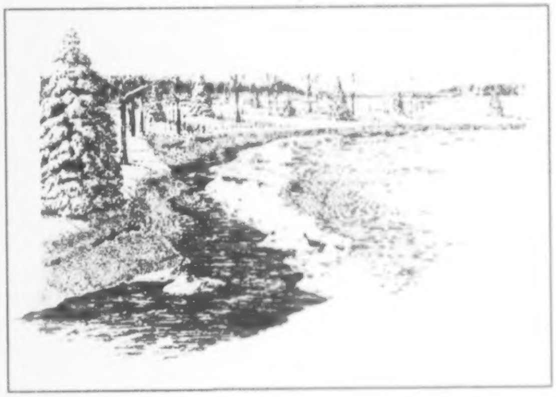


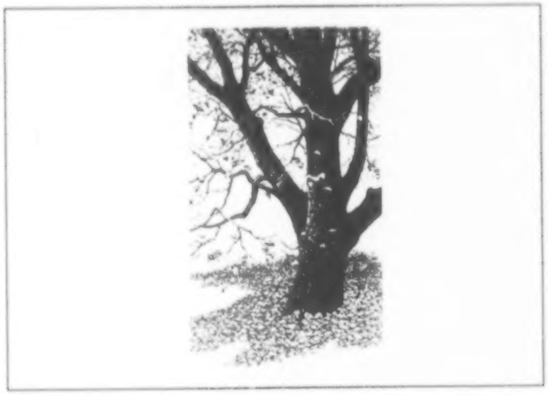
Name:

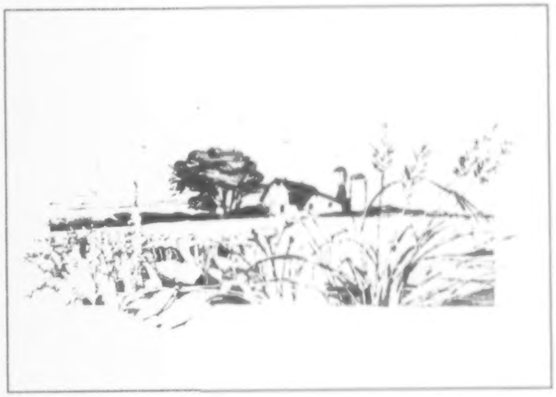
Grade:

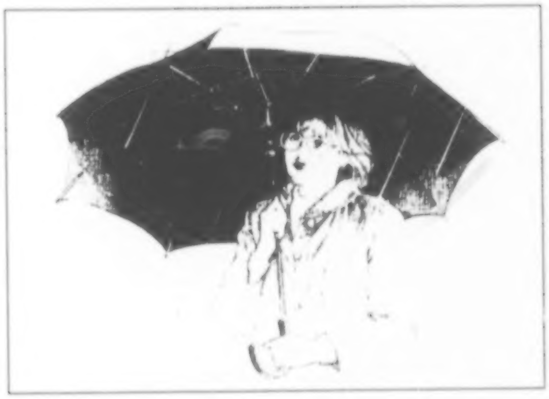
Unit:

Write Two Sentences Describing Each Picture







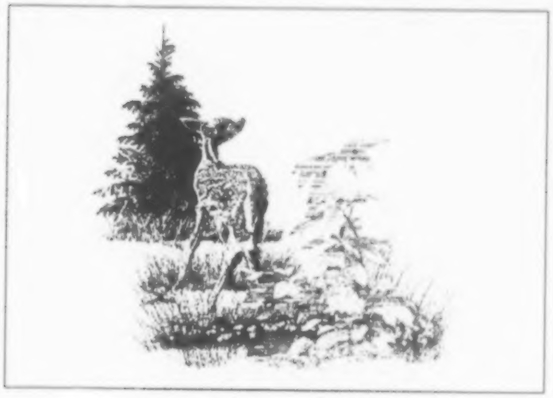


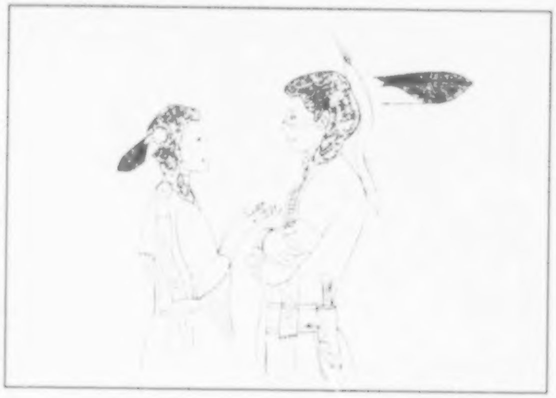
Name:

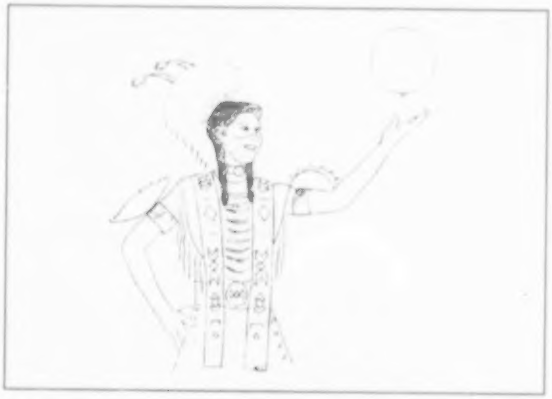
Grade:

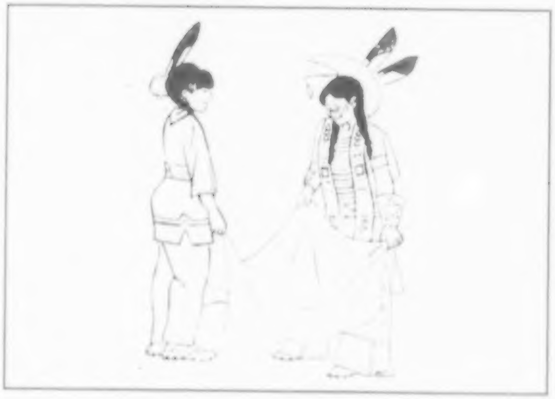
Unit:

Write A Sentence Which Descirbes The Picture





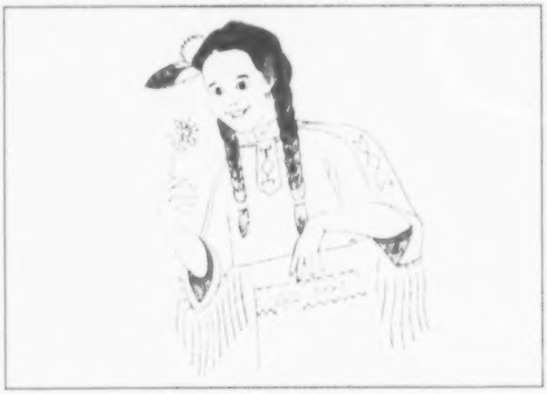


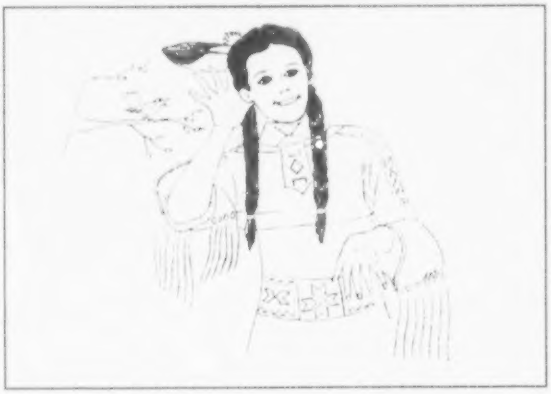


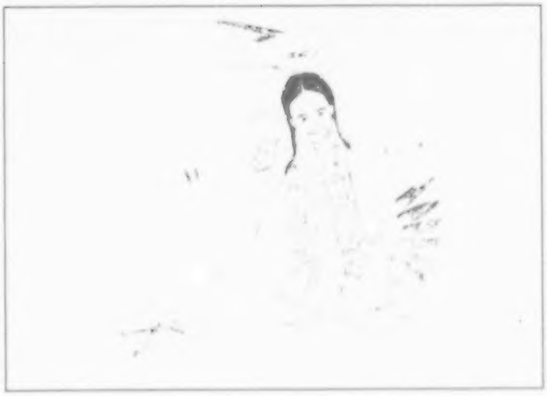
Name: ____________________ Grade: __________

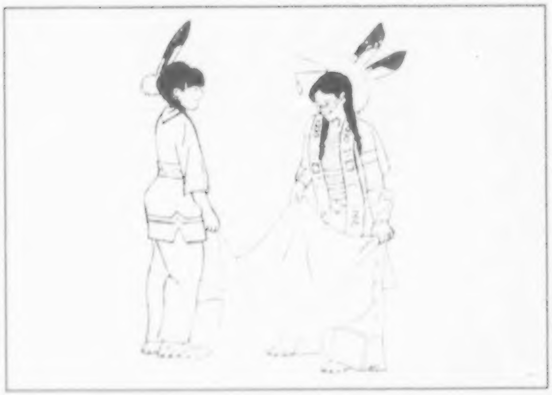
Unit: __________

Write A Sentence Which Descirbes The Picture









UNIT 8 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or chant	**LOGO: Series Name**
SCENE TWO	
Gerald: **?aadiilo.** (Let's go plant.)	**Slide 1** Gerald and Jessie
Jisi: **Xants'ishdilshi ʔuwa tł'uwch'izha nayistłahi.** (I'll bring the potatoes and onion.)	**Slide 2** Jessie is carrying a sack of potatoes and a bag of onions.
Gerald: **?oo ʔitoo, diyi kachina naxanadiʔo. ?idiiyaa-da. ?aayuwa.** (Prayer)	**Slide 3** Gerald is holding up an offering of tobacco.
	Slide 4 Gerald is smudging seeds and potatoes.
	Slide 5 Gerald is smudging an area where Jessie is planting potatoes.
Jisi: **Doo tł'uwch'izhi ʔadiilo.** (Let's plant the onions here.)	**Slide 6** Jessie points to soil while holding the bag of onion seeds.
Gerald: **?uwa doo ʔits'aga ju ʔadiilo.** (Plant the turnips here too.)	**Slide 7** Gerald is pointing to soil beside the row of onions that have already been planted.
Jisi: **K'aʔaadiiyiilo!** (Finished planting!)	**Slide 8** Jessie is holding a hoe. He looks tired.
Gerald: **Guja naxoo ʔich'idiyaa-da.** (I hope it grows well for us.)	**Slide 9** Gerald is in a close up shot.

AUDIO	VISUAL
Jisi: **Tu moghanischud.** (Let's water it.)	**Slide 10** Jessie is watering the ground with a watering can.
Gerald: **ʔusa diyi magunashon ʔaaka!** (In the future you'll know how to do this!)	**Slide 11** Gerald and Jessie are walking back to the house. The rear shot shows Gerald with his arm around Jessie.
SCENE THREE	
Music: Red Bones (Instrumental)	**LOGO:** Animated letters greeting each other
Grandfather: **ʔaadiilo.** (Let's go plant.)	Word/Phrase in Tsuut'ina
Ron: **Xants'ishdilshi tł'uwch'izhi nayistłahi.** (I'll bring the potatoes and onions.)	Word/Phrase in Tsuut'ina
Grandfather: **ʔoo ʔitoo, diyi kachina naxanadiʔo. Pidiiyaa-da. ʔaayuwa.** (Prayer)	Word/Phrase in Tsuut'ina
Ron: **Doo tł'uwch'izhi adiilo.** (Let's plant the onions here.)	Word/Phrase in Tsuut'ina
Grandfather: **ʔuwa doo ʔits'aga ju ʔadiilo.** (Plant the turnips here too.)	Word/Phrase in Tsuut'ina
Ron: **K'aʔaadiiyilo.** (We finished planting.)	Word/Phrase in Tsuut'ina
Grandfather: **Guja naxoo ʔich'idiyaada.** (I hope it grows well for us.)	Word/Phrase in Tsuut'ina
Ron: **Tu moghanischud.** (Let's water it.)	Word/Phrase in Tsuut'ina

AUDIO	VISUAL
Grandfather: **ʔusa diyi magunashon aaka!** (In the future you'll know how to do this!)	Word/Phrase in Tsuut'ina
SCENE FOUR	
Music: Instrumental	**LOGO:** Animated numbers
Father: **Gunisnani, ʔakadii, toodii, diishdii, guut'adii, gustodii, chishch'idini, tłaashdiishdini, tłak'uyaadini, gunisnadii** (Ten! Twenty! Thirty! Forty! Fifty! Sixty! Seventy! Eighty! Ninety! One Hundred!)	Tsuut'ina Warrior is making smoke signals. His young son is looking on.
Ron: **Nanisʔi! Nanisʔi!** (Look!. Look!)	It is a scene showing smoke signals turning into **Nanisʔi! Nanisʔi!** digits 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. (Look! Look!)
SCENE FIVE	
SFX: Laughing mask	**LOGO:** Indian mask
Grandfather: **Xadaguyiizid.** (This is spring.)	A spring scene
Grandfather: **Cho ʔat'i.** (It's raining.)	Raindrops are blinking on screen.
Grandfather: **Dit'oni winiga guts'i ninadił.** (Eagles return from the south.)	Eagles are flying across the screen.
Grandfather: **ʔits'agha nagulo.** (Birds lay eggs.)	Birds appear in the trees.
Grandfather: **Toshkashi nadini.** (Frogs croak.)	Frogs are hopping in the foreground. 281

AUDIO	VISUAL
SFX: Ribbit! Ribbit!	
Grandfather: **Xadaguyiizid.** (This is spring.)	A spring scene
SCENE SIX	
Muskrat: **Tł'uwch'izha ʔadistła.** (I'm planting onions.)	Muskrat is planting a garden.
Beaver: **Tu moghanischud.** (I'll water them.)	Beaver is sipping tea and reading a book. Beaver is more interested in the book than the garden.
Muskrat: **ʔits'aga ʔadistła.** (I'm planting turnips.)	Muskrat is sweating.
Beaver: **Tu moghanischud.** (I'll water them.)	
Muskrat: **Xants'ishdilshi ʔadistła.** (I'm planting potatoes.)	Muskrat is sweating more.
Beaver: **Tu moghanischud.** (I'll water them.)	
Muskrat: **ʔuwa, niniist'aa.** (Now, it's your turn.)	Muskrat is sweating more and more.
SFX: Thunder, lightening, rain	It starts to rain. Muskrat's face turns sour, but Beaver's face lights up – as if he's gotten out of another job!
SCENE SEVEN	
Mother: **Diyi diikoni.** (This is pink.)	A pink screen
ʔilaana: **Diyi tsa diikoni.** (This is a pink rock.)	A pink rock

AUDIO	VISUAL
Jisi: **Diyi jija diikoni.** (This is a pink berry.)	A pink berry
Ron: **Diyi miza diikoni.** (This is a pink mouth.)	A pink mouth
Father: **Diyi gusitł'a diitkoni.** (These are pink beads.)	Pink beads
Father: **Diyi ʔits'agha diikoni.** (This is a pink bird.)	A pink bird
Grandmother: **Diyi t'oh diikoni.** (This is a pink feather.)	A pink feather
Mother: **Diyi ʔistłi diikoni.** (This is a pink horse.)	Butch is passing by a man, who is on a ladder, painting a pink stripe on the Tsuut'ina arena. The man slips and falls and Butch catches him, but the man still gets drenched in pink paint.
SCENE EIGHT	
Grandmother: **Ninagha nagulati ch'at'agha** (January)	An outdoor setting that changes slightly to reflect the changing seasons as the months pass by.
	This is the month when the bears have cubs.
Mitsi diigoyi ch'at'agha (February)	This is the month when the eagle returns from the south.
Gooji ch'at'agha (March)	This is the month when the geese return from wintering in the south.
Toshkoshi ch'at'agha (April)	This is the month when the frog comes out of the ground at the end of freeze up and starts to croak.
ʔiwaza ch'at'agha (May)	This is the month when all the birds lay eggs.
ʔitsa gustsałi ch'at'agha (June)	This is the month when the eggs begin to hatch.

AUDIO	VISUAL
Tsiis ʔitsizi ch’at’agha (July)	This is the month when the ducks’ feathers molt.
Jija ch’at’agha (August)	This is the month when the berries begin to ripen.
Dzazi togha nita ch’at’agha (September)	This is the month when the elk roll in the water before mating.
ʔit’oosi mik’a naka ch’at’agha (October)	This is the month when the leaves begin to fall off the trees.
Tu daka gutishi ch’at’agha (November)	This is the month when the water starts to freeze at the edge of the creeks and lakes.
Zask’a ch’at’agha (December)	This is the month when the snow covers the ground.
SCENE NINE	
Saddle: **Danit’ada?** (How are you?)	Saddle and Bridle are on a romantic spring walk.
Bridle: **Guja. Xadaguyizid.** (Fine. It’s spring)	Bridle is staring romantically at Saddle.
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	Saddle puts arm around Bridle.
Bridle: **Cho ʔat’i.** (It’s raining.)	Raindrops are blinking on the screen.
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	
Bridle: **Dit’oni winiga guts’i ninidol.** (Eagles return from the south.)	Eagles are flying across the screen.
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	

AUDIO	VISUAL
Bridle: **Toshkashi nadini.** (Frogs croak)	Frogs are hopping in the foreground.
SFX: Ribbit! Ribbit!	
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	
Bridle: **ʔits'agha nagulo.** (Birds lay eggs.)	Birds appear in the trees.
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	
Bridle: **Magunisho.** (I know.)	Eyelashes flap
SCENE TEN	
Ron: **Diyi buus ʔat'a.** (This is a cat.)	A cat is grooming itself.
Ron: **Diyi buus ʔat'a.** (This is a cat.)	A cat is playing with a ball of wool.
Ron: **Diyi buus ʔat'a.** (This is a cat.)	A cat is chasing a mouse.
SCENE ELEVEN	
Mother: **Diyi guts'ito ʔat'a.** (This is a body.)	A cat's body
Alana: **Diyi guts'ito ʔat'a.** (This is a body.)	An elk's body

AUDIO	VISUAL
Jisi: **Diyi guts'ito ʔat'a.** (This is a body.)	A bear's body
SFX: A whistle of awe	
Clayton: **Diyi guts'ito ʔat'a.** (This is a body) (More emphatically stated.)	Butch's body
SCENE TWELVE	
Mother: **Diyi ʔitsi ʔat'a.** (This is a head.)	A person's head smiling
ʔilaana: **Diyi ʔitsi ʔat'a.** (This is a head.)	A horse's head
Jisi: **Diyi ʔitsi ʔat'a.** (This is a head.)	A fish's head
SFX: a whistle of awe	
Ron: **Diyi ʔitsi ʔat'a.** (This is a head.) (more emphatically stated)	A buffalo's head
SCENE THIRTEEN	
Father: **Diyi dit'aa ʔat'a.** (What are these?)	Buffalo's ears flash on screen.
Jisi: **Diyi ʔidzagha ʔat'a.** (These are ears.)	
Father: **Diyi dit'aa ʔat'a.** (What are these?)	Buffalo's eyes flash on screen below ears.

AUDIO	VISUAL
Jisi: **Diyi ʔinagha ʔat'a.** (These are eyes.)	
Father: **Diyi dit'aaʔa.** (What's this?)	Buffalo's nose flashes on screen below eyes.
Jisi: **Diyi ʔitsi ʔat'a.** (This is a nose.)	
Father: **Diyi dit'aaʔa.** (What's this?)	Buffalo's neck flashes on screen below nose.
Jisi: **Diyi ʔik'us ʔat'a.** (This is a neck.)	
Father: **Diyi dit'aa ʔat'a.** (What are these?)	Buffalo's legs flash on screen below neck.
Jisi: **Diyi ʔiwus ʔat'a.** (These are legs.)	
Father: **Diyi dit'aaʔa.** (What's this?)	Buffalo's tail flashes on screen behind legs.
Jisi: **Diyi ʔicha ʔat'a.** (This is a tail.)	
Father: **Diyi dit'aaʔa.** (What's this?)	All parts are joined through an outline.
Jisi: **Diyi xani-tii ʔat'a.** (This is a buffalo.)	

AUDIO	VISUAL
SCENE FOURTEEN	
Bannock: **Midzaa nitł'uw ʔuwa diiyas.** (It has long ears and it is white.)	Bannock, Raspberry and Dried Meat are relaxing in the forest, playing a guessing game. They do not notice Glob hiding behind a bush.
Raspberry: **Nitł'odogha** (A rabbit)	
Dried Meat: **Siniist'aa. Minogha nichow, ʔuwa mit'ogha guli.** (It's my turn. It has big eyes and it has wings.)	
Raspberry: **Misi.** (An owl)	
Glob: **Minogha ju diik'aas, ʔuwa miwo nitł'uw. Midzanaghazud.** (It has big red eyes. It has long teeth. It is hungry.)	They continue the game, not realizing that someone new has joined in.
Bannock, Dried Meat, Raspberry: **ʔuwii, nadiiyas!** (Let's run away!)	They realize that the Glob is present.
SCENE FIFTEEN	
Mouse: **ʔatłik'aa, ʔakiyi, taak'i, diich'i, guut'aa, gustoni, chishch'idi, tłaasdiich'i tłik'uyaa, gunisnani.** (One, two, three, four, five, six, seven, eight, nine, ten.)	Mouse, Bear, Elk, Dog, and Rabbit are playing hide and seek. Mouse is IT and covers eyes, counting to ten. Rabbit, Elk and Dog take off and hide. They leave tracks behind them. Bear climbs the tree above Mouse.
Mouse: **Doo ʔat'a tłich'a yisʔin.** (Here was Dog. I see Dog.)	Mouse follows Dog's tracks.
Mouse: **Doo ʔat'a dzazi-tsi yisʔin.** (Here was Elk. I see Elk.)	Mouse follows Elk's tracks.

AUDIO	VISUAL
Mouse: **Doo ʔat'a natł'odogha-tsi yisʔin.** (Here was Rabbit. I see Rabbit.)	Mouse follows Rabbit's tracks.
Mouse: **ʔasdaa ninagha.** (Where is Bear?)	Mouse looks puzzled.
SFX: A tree branch cracks and booms from a fall.	Bear falls on Mouse.
Mouse: **Ninagha yisʔin.** (I see Bear.)	Mouse lifts head and sees stars and Bear.
SCENE SIXTEEN	
Gerald: **Xants'ishdilshi doosdilo.** (Bring the potatoes here.)	Gerald is pointing at a bag of potato spores.
Jisi: **Xants'ishdilshi yistłał.** (I'm bringing the potatoes.)	Jessie is carrying the bag.
Gerald: **Xants'ishdilshi ʔadiilo.** (Let's plant the potatoes.)	Gerald is pointing at the soil.
Jisi: **Xants'ishdilshi ʔadistła.** (I'm planting the potatoes.)	Jessie is planting the spores.
Gerald: **Xants'ishdilshi tu moghanischud.** (Water the potatoes.)	Gerald is pointing at a watering can.
Jisi: **Xants'ishdilshi tu moghanischud.** (I'm watering the potatoes.)	Jessie is carrying the watering can.
Gerald: **Tł'uwch'izhi doosdilo.** (Bring the onions here.)	Gerald is pointing at a bag of onion seeds.
Jisi: **Tł'uwch'izhi yistłał.** (I'm bringing the onions.)	Jessie is carrying the bag of seeds.

AUDIO	VISUAL
Gerald: **Tł'uwch'izhi ʔadilo.** (Let's plant the onions.)	Gerald is pointing at the soil.
Jisi: **Tł'uwch'izhi ʔadistła.** (I'm planting the onions.)	Jessie is planting the onions.
Gerald: **Tł'uwch'izhi tu moghanischud.** (Water the onions.)	Gerald is pointing at a watering can.
Jisi: **Tł'uwch'izhi tu moghanischud.** (I'm watering the onions.)	Jessie is carrying the watering can.
SCENE SEVENTEEN	
Grandmother: **ʔisu ʔistłinaʔa.** (I'm Grandmother.)	Grandmother is smiling.
Grandfather: **ʔisagha ʔistłinaʔa.** (I'm Grandfather.)	Grandfather is smiling.
Mother: **ʔinoo ʔistłinaʔa.** (I'm Mother.)	Mother is smiling.
Father: **ʔitoo ʔistłinaʔa.** (I'm Father.)	Father is smiling.
ʔlaana: **ʔilaana ʔistłinaʔa.** (I'm Alana.)	Alana is smiling.
Jisi: **Jisi ʔistłinaʔa.** (I'm Jessie.)	Jessie is smiling.
Ron: **Ron ʔistłinaʔa.** (I'm Ron.)	Ron is smiling.

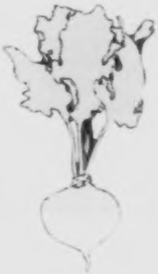
AUDIO	VISUAL
Ron: **Michadikodi ʔistłinaʔa.** (I’m Beaver.)	Beaver is smiling.
ʔilaana: **Natł’odogha ʔistłinaʔa.** (I’m Rabbit.)	Rabbit is smiling.
Jisi: **Jija ʔistłinaʔa.** (I’m Berry.)	Raspberry is smiling.
Ron: **Task’oyi ʔistłinaʔa.** (I’m Muskrat.)	Muskrat is smiling.
ʔilaana: **Ninagha ʔistłina.** (I’m Bear.)	Bear is smiling.
Jisi: **Tsiis ʔistłinaʔa.** (I’m Duck.)	Duck is smiling.
Ron: **Misi-tsi ʔistłinaʔa.** (I’m Owl)	Owl is smiling.
ʔilaana: **Dit’oni ʔistlina** (I’m Eagle.)	Eagle is smiling.
Jisi: **Tłich’a ʔistłinaʔa.** (I’m Dog.)	Dog is smiling.
Ron: **Xanitii ʔistłinaʔa.** (I’m Buffalo.)	Buffalo is smiling.
ʔilaana: **Buus ʔistłina.** (I’m Cat.)	Cat is smiling.
Ron: **Nits’ist’aatii ʔistłinaʔa.** (I’m Bannock.)	Bannock is smiling.

AUDIO	VISUAL
ʔilaana: **Suni ʔistɬina.** (I’m Dried Meat.)	Dried Meat is smiling.
Jisi: **Sidzanaghazud!** **Sidzanaghazud!** (I’m hungry! I’m hungry!)	Glob is smiling.
Grandfather: **Buchi ʔistɬinaʔa.** (I’m Butch.)	Butch is wearing sunglasses, smiling and holding a glass of lemonade.
SCENE EIGHTEEN	
Grandmothe, Grandfather, Mother, Father, ʔilaana, Jessie and Ron: **Nanadaayiitsoni.** (See you again soon.)	A “family” shot including the graphic of Butch and Beaver, all are waving good-bye.
SCENE NINETEEN	
Theme music	**LOGO**
SCENE TWENTY	
Theme music	**Credits**

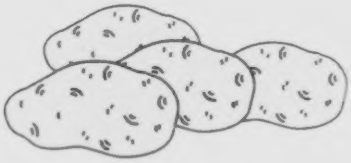
Name: ______________________ Grade: ____________

Unit: ____________

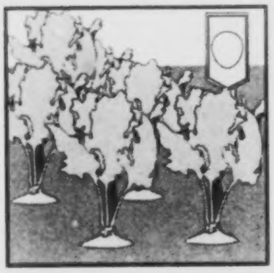
Match The Words and Pictures



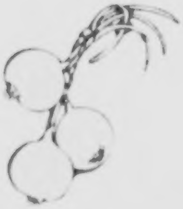
xants'ishdilshi



tł'uwch'izhi



its'aga



ats'idilot'i

Name: ______________________ **Grade:** __________

Unit: __________

Draw Pictures Of Each Word

k'iyiji shirts	k'iyiji coat
tsit'iyi hat	kaasts'igi boots
diiyali apple	ʔayuwa banana

Name: ____________________ **Grade:** __________

Unit: __________

Draw Pictures Of Each Word

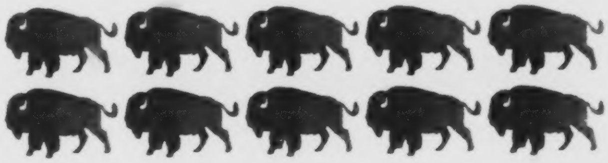
xants'ishdilshi potato	jija berries
nits'ista-tii bannock	ʔists'aga turnip

Name: ______________________ Grade: __________

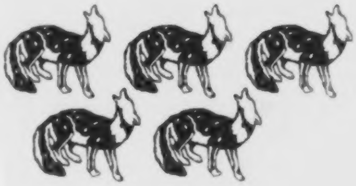
Unit: __________

Draw A Line To The Correct Picture

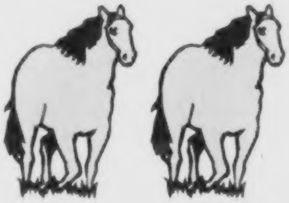
1. Diyi ʔakiyi ʔistłi.



2. Diyi guut'a dikoyi.



3. Diyi gunisnani xani-tii.



Name: ______________________ Grade: __________

Unit: __________

Match the Sentences

1. Sidzanaghazud.
2. Diyi tazila ʔata.
3. Diyi jija ʔata.
4. Diyi suni ʔat'a.
5. Guja ʔiyistsad.

This is soup.

I ate well.

This is dried meat.

I'm hungry.

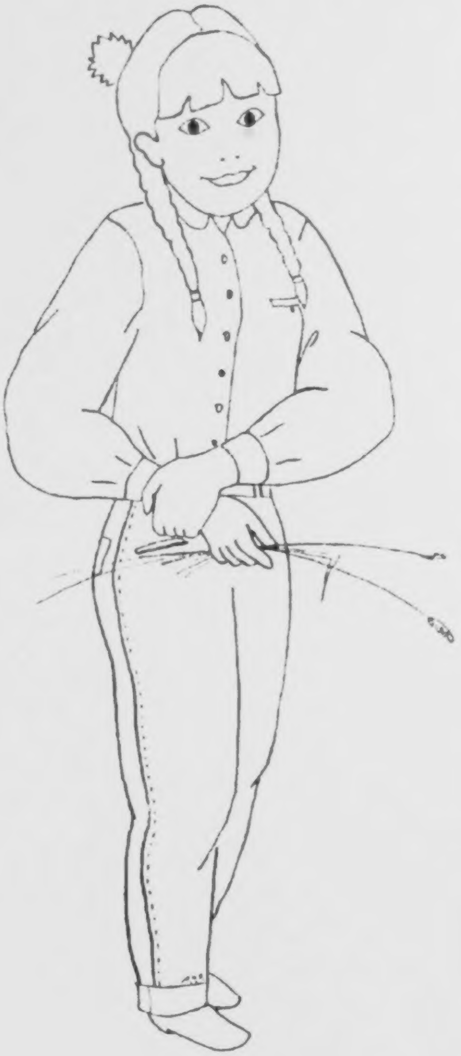
This is a berry.

Name: ______________________ Grade: __________

Unit: __________

Follow Instructions Colour The Little Girl

1. Mitsagha dishgoshi gu tanidza.
2. Mik'iyija dinisjoshi gu tanidza.
3. Mistła dist'uza tanidza.
4. Mika diigoyi gu tanidza.
5. Mizo diikoni gu tanidza.



Nanagusja

Unit Nine

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

📄	This icon means duplicating master.
🔑	This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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CONTENT OVERVIEW

Unit 9: Pitching a Teepee

Themes

New

1. Pitching a teepee
2. Grey, long and short

Review

3. Colors
4. Seasons, months, weather
5. Family
6. Animals
7. Money
8. Rodeo
9. Planting a garden
10. Greetings
11. Nature
12. Big/small
13. Counting

Objectives

By the completion of this unit the students will be able to:

1. Count to one hundred and answer "how many" and "how much".

2. Say and understand "grey".

3. Role play pitching a teepee.

4. Review animals, body parts, colors, sizes, weather, months, days of the week, seasons, beading, rodeo and planting a garden.

5. Recite dialogue from memory.

6. Actively participate in games.

7. Complete written activities.

8. Prepare simple skits.

9. Identify "long" and "short".

Daily Routine

Indian Prayer (Optional)

Greetings

Use greetings upon entry and exit.

Attendance

What vocabulary/themes to review:

- **Nouns, verbs, phrases**: The students give a word or phrase from a specified theme during roll call.

- **Weather:** Review

Calendar

Month:	Twelve months of the year
Day:	All seven days of the week
Numbers:	One to one hundred
Seasons:	All four seasons

Concrete Poems

Ask the students to make four concrete poems for display. Choose from the following:

cowboy	xanits'idoo
autumn	maazini yik'a
spring	xadaguyizid
winter	zask'a
rope	tłuł
hands	ʔila
cat	buus
shirt	k'iyiji
bird	ʔits'agha
January	Ninagha nagulaa ch'at'agha
February	Mitsi diigoyi ch'at'agha
March	Gooji ch'at'agha
April	Tosh koshi ch'at'agha
May	ʔiwaza ch'at'agha
June	ʔits'agha nagulahi ch'at'agha

Dialogue

A. Script: Pitching a Teepee

Father:
ʔuwaala naanisiit'a.
(Are you ready to pitch the teepee?)

Ron, Jessie, ʔilaana:
ʔuwana.
(We're ready.)

Jisi:
Dlaana ʔiyi tł'uł.
(Pass the rope.)

ʔilaana:
ʔuwa k'asiila.
(Now, we're finished.)

Mother:
Guja naanisiit'iy.
(It's well pitched.)

Ron:
Sidzanaghazud.
(I'm hungry.)

ʔilaana and Jisi:
ʔuwana ʔiisiina.
(Let's get something to eat.)

Jisi:
Nits'ist'aatii yinisin.
(I'd like some Bannock.)

ʔilaana:
Toguyisk'is, sik'odzi yinisin.
(It's hot. I'd like some ice cream.)

Ron:
Sini ju.
(Me too.)

Jisi:
Nuwi Hayden Gooji guts'i ʔilini.
(There's Hayden. He's a Blackfoot)

ʔilaana:
ʔaayaho, danit'ada?
(Hi! How are you?)

Blackfoot man:
Guanistłi naniyisʔini.
(I'm happy to see you again.)

Ron:
ʔizists'iy gidisjin.
(Listen, they've started singing.

Jisi:
ʔuwana gunaasiiʔi.
(Let's go see the event.)

B. Explanation Activities

1. Two students do a short activity and when completed say "ʔuwa k'aasaalag". (We're finished.)

2. Practice setting up a mini teepee.

Props for Dramatization

- Teepee and parts

Alphabet	Grammar	
s	suh	– star
zh	zhoshi	– teepee poles
sh	shuutł'a	– pea shooter

Activisite My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher dramatizes the following while the students guess what he or she is doing. Eventually the students could also be the actors:

Taguyisil.
– It is hot.

Guanistłi naniyisʔini.
– I'm happy to see you again.

gidisjin
– singing

fłuk'a
– a fish

guyani
– a deer

ʔayuwa-tsi (banana)
– a banana

diiyali-tsi
– an apple

Diyi ʔistła tiyik'a nitsitł'a.
– These pants are too small.

Diyi ʔistła tiyik'a nitłul.
– These pants are too long.

Diyi ʔistła tiyik'a nichow.
– These pants are too big.

Diyi ʔistła tiyik'a nik'uana.
– These pants are too short.

tanats'idiniich'ishdi
– a rodeo

sik'odzi
– ice cream

ʔit'oosituwa
– sipping tea

tazili
– soup

xanits'ido
– a cowboy

nanisʔi
– look up

tłuł
– a Roper who points to the rope

buus
– a cat

ʔits'agha
– a bird

k'iyiji
– putting on a shirt

ʔitsi
– pointing to the head

The teacher writes the following numbers on the board:

tłik'aa mitoo	– 11
ʔakiyi mitoo	– 12
taak'i mitoo	– 13
diich'i mitoo	– 14
guut'aa mitoo	– 15
gustani mitoo	– 16
chishch'idi mitoo	– 17
tłaashdiich'i mitoo	– 18
tłik'uyaa mitoo	– 19
akadii	– 20
akadiitłika	– 21
toodii	– 30
diishdii	– 40
guut'adii	– 50

King's Chair

Materials

– A group of children sitting in a semi-circle

Method

- Each child is given a number. Number ONE is king.
- KING begins to call a number.
- The child who is that number must call out another number, and so on.
- Any player who fails to answer immediately or who calls his own number, must go to the end of the line resulting in everyone renumbering.
- The goal of the game is to catch the KING off guard so that he must move.

Word Comprehension Relay

Materials

- Two to four groups of students with an equal number of members per group
- Blackboard
- Chalk

Method

- The students line up at a set distance from the blackboard.
- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.
- The team that completes the task first wins.

This Is My Foot

Materials

- Students sitting in a circle

Method

- One player is selected IT and goes to the middle of the circle.
- IT stand in front of one player and points to one body part and says, "This is my ____________ " (a different body part).
- The other player must point to the correct body part and say the other body part. For example, IT points to his or her nose and says "This is my foot". The player points to his or her foot and says "This is my nose". If the player fails, he becomes IT.

Question-Answer Ball

Materials

- Students sitting in a circle.
- Small soft (foam) ball

Method

- The teacher throws the ball to a student and asks that student a question.
- The student who catches the ball must answer the question.
- The student then throws the ball to another student and asks the second student a question.
- The second student answers the question. The game continues.

Concentration

Materials

- Students sitting in a circle

Method

The teacher starts a slap-clap-snap-clap rhythm. The students join in. The teacher names a category. Each student names one item in the category. If the student cannot think of a word, he or she is out. The game continues until all of the students are out or the teacher chooses to go on to another activity.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. The students have picture props on their desk.

- The teacher calls out "SIMON SAYS, SHOW ME YOUR _______."

- The students point to that item.

- When the teacher gives a command without saying SIMON SAYS, the students should not do it. If they do, they are out.

- The game continues until only one person is left, or the teacher ends the game.

- With more able students,a student can be SIMON.

- One player is selected IT and goes to the middle of the circle.

Communicative Competency

Create skits/role plays about:

- shopping
- planting a garden
- pitching a teepee
- meeting someone
- ordering food
- going for a walk

Problems

Invite the students to write the answers from the following questions:

a. Mathematical: You have four pet pigeons. Your friend asks you to look after his five pigeons for the weekend while he visits his grandparents. How many pigeons do you have to look after this weekend?

b. Generic Words: Dress, shirt, blouse, socks - How are these things alike? Why are they alike?

c. Word Lists: Your brother has just got his first job. He decides to move out on his own. What things will he need for his house?

d. Definitions: You have just met a Martian who asks you what "snow" is. How would you explain it to him?

e. Moral Decision-making: You see a child stealing some candy in a store. What should you do?

Rhythm Poems

1. Grey – diigoy
grey rock – tsa diigoy
grey feather – t’o diigoy
grey beads – gusitł’a diigoy
grey bird – ʔits’agha diigoy
grey – diigoy

2. Bird – ʔits’agha
owl – misi
eagle – dit’oni
duck – tsiis
bird – ʔits’agha

3. Pants – ʔistła
   These pants are too big.
   – Diyi ʔistła tiyik'a nichow.
   These pants are too small.
   – Diyi ʔistła tiyik'a nitsitł'a
   These pants are too long.
   – Diyi ʔistła tiyik'a nitłul.
   These pants are too short.
   – Diyi ʔistła nik'uana.
   These pants are just right.
   – Diyi ʔistła sayiitina.
   Pants
   – ʔistła

4. It's cool. – Gusk'oos.
   It's warm. – Taguyisil.
   It's raining. – Cho ʔat'i.
   It's snowing. – Zas ʔat'i.

Riddles

Diyi ʔik'us ʔat'a. (It is a neck.)
Diyi miwu ʔat'a. (It is teeth.)
Diyi ʔinagha ʔat'a. (It is an eye.)
Diyi ʔidzagha ʔat'a. (It is an ear.)
Diyi mizo ʔat'a. (It is a mouth.)
Diyi ʔicha ʔat'a. (It is a tail.)
Diyi diich'i ʔiwus ʔat'a. (These are four legs.)

Bark/act like a dog.
What is this?
Diyi tłich'a-tsi ʔat'a. (This is a dog.)

Diyi ʔik'us ʔat'a. (It is a neck.)
Diyi miwu ʔat'a. (It is teeth.)
Diyi ʔinagha ʔat'a. (It is an eye.)
Diyi ʔidzagha ʔat'a. (It is an ear.)
Diyi mizo ʔat'a. (It is a mouth.)
Diyi ʔicha ʔat'a. (It is a tail.)
Diyi diich'i ʔiwus ʔat'a. (These are four legs.)

Meow/act like a cat.
What is this?
Diyi buus ʔat'a. (This is a cat.)

Diyi minagha ʔat'a. (It has eyes.)
Diyi mogha ʔat'a. (It has a beak.)
Diyi mit'ogha ʔat'a. (It has wings.)
Diyi mik'us ʔat'a. (It has a neck.)
Diyi midzagha ʔat'a. (It has ears.)
Diyi micha ʔat'a. (It has a tail.)
ʔakiyi miwus ʔat'a. (It has two legs.)

Chirp/Act like a bird.
What is this?
Diyi ʔits'agha ʔat'a. (This is a bird.)

Hygiene Instructions	**Pretend to**
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs
Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	**Pretend to**
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iyii doghanila. (Put on your hat.)	put on hat
Nisła doghanila. (Put on your pants.)	put on pants
Nanaayistsoni. (See you later.)	wave good-bye

Colors	**Point/touch something**
Diyi diigoy. (This is grey.)	grey

Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black

Conversation	**Pretend to**
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Nanisʔi. (Look.)	look up
Gudinisk'oos. (It's cool.)	shiver as if cold
Cha. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	nod head
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
ʔizists'iy. (Listen.)	put hand to ear
Diyi ts'iyinoo ʔagunili. (This is the life.)	look relaxed
ʔoo, magunisha. (Yes, I know.)	nod head
Cha. (No.)	shake head
K'ats'idinisni. (I'm scared.)	be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nichow. (It's big.)	show a large size
Nik'uana (short)	show a short height
Nitsitł'aa (small)	show a small size
Doosdiya. (Come here.)	come to the teacher
Natłanaasaagush. (Let's go skating.)	skate

Gardening	**Pretend to**
ʔits'aga doosdilo. (Bring the turnips.)	carry turnips
ʔits'aga ʔadiilo. (Let's plant the turnips.)	plant turnips
ʔits'aga tu moghanischud. (Water the turnips.)	water turnips
Xants'ishdilshi doosdila. (Bring the potatoes.)	carry potatoes
Xants'ishdilshi ʔadiilo. (Let's plant the potatoes.)	plant potatoes
Xants'ishdilshi tu moghanischud. (Water the potatoes.)	water potatoes
Tł'uwch'izhi doosdila.	carry onions
Tł'uwch'izhi ʔadiilo. (Let's plant the onions.)	plant onions
Tł'uwch'izhi tu moghanischud. (Water the onions.)(Bring the onions.)	water onions

Total Physical Response

Teacher says	Students do the following
Numbers	**Hold up**
ʔakiyi mitoo	twelve fingers
diich'i mitoo	fourteen fingers
tłik'aa mitoo	eleven fingers
taak'i mitoo	thirteen fingers
tłik'uyaa mitoo	nineteen fingers
taak'i	three fingers
ʔakiyi	two fingers
akadii	twenty fingers
guut'aa mitoo	fifteen fingers
gustani mitoo	sixteen fingers
tłik'uyaa mitoo	nineteen fingers
akadii	twenty fingers
tłaashdiich'i mitoo	eighteen fingers
tłik'uyaa mitoo	nineteen fingers
chishch'idi mitoo	seventeen fingers
akadii	twenty fingers
gunisnani	ten fingers
ʔakaa mitoo	twelve fingers
ʔatłik'aa	one finger
diich'i mitoo	fourteen fingers
chishch'idi mitoo	seventeen fingers
guut'aa mitoo	fifteen fingers
gustani mitoo	sixteen fingers
chishch'idi mitoo	seventeen fingers.
Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	open door and enter
Nido. (Sit down.)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili noghanisko. (Pass the soup.)	pass the soup
Diyi sik'odzi. (This is ice cream.)	lick the cone
ʔisiino. (Let's eat.)	eat
Sidinaa. (Hurry up.)	move quickly on the spot
Show Me	**Point to**
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninagha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nilo ʔasdaa ʔat'a. (Show me your hands.)	hands

Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Diyi tłich'a-tsi ʔat'a. (This is a dog.)	bark/act like a dog
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Niwu ʔasdaa ʔat'a. (Show me your teeth.)	teeth
Ninagha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nilo ʔasdaa ʔat'a. (Show me your hands.)	hands
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nizo ʔasdaa ʔat'a. (Show me your mouth.)	mouth
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Diyi buus ʔat'a. (This is a cat.)	meow/act like a cat
Ninagha ʔasdaa ʔat'a. (Show me your eyes.)	eyes
Nogha ʔasdaa ʔat'a. (Show me your beak.)	beak
Nit'ogha ʔasdaa ʔata. (Show me your wings.)	arms as wings
Nik'us ʔasdaa ʔat'a. (Show me your neck.)	neck
Nidzagha ʔasdaa ʔat'a. (Show me your ears.)	ears
Nicha ʔasdaa ʔat'a. (Show me your tail.)	tail
Niwus ʔasdaa ʔat'a. (Show me your legs.)	legs
Diyi ʔits'agha ʔat'a. (This is a bird.)	chirp/act like a bird

Hygiene Instructions	**Pretend to**
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs
Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	**Pretend to**
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iyii doghanila. (Put on your hat.)	put on hat
Nistła doghanila. (Put on your pants.)	put on pants
Nanaayistsoni. (See you later.)	wave good-bye

Colors	**Point/touch something**
Diyi diigoy. (This is grey.)	grey
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diigoy. (This is grey.)	grey
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white

Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black
Diyi diigoy. (This is grey.)	grey
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diigoy. (This is grey.)	grey
Diyi diik'aas. (This is red.)	red
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diigoy. (This is grey.)	grey
Diyi dishgosh. (This is black.)	black
Diyi diikon. (This is pink.)	pink
Diyi diigoy. (This is grey.)	grey

Conversation	**Pretend to**
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Nanisʔi. (Look.)	look up
Gudinisk'oos. (It's cool.)	shiver as if cold
Nuʔ. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	nod head
Tłik'a daayash. (Let's walk around.)	walk around classroom
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Nido. (Sit down.)	sit down
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Diyi ts'iyinoo ʔagunili. (This is the life.)	look relaxed
ʔoo, magunisha. (Yes, I know.)	nod head
Nuʔ. (No.)	shake head
K'ats'idinisni. (I'm scared.)	be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nichow. (It's big.)	show a large size
Nik'uana. (short)	show a short height
Nitsitł'aa. (small.)	show a small size
Doosdiya. (Come here.)	come to the teacher
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Gardening	**Pretend to**
ʔits'aga doosdilo. (Bring the turnips.)	carry turnips
ʔits'aga ʔadiilo. (Let's plant the turnips.)	plant turnips
ʔits'aga tu moghanischud. (Water the turnips.)	water turnips
Xants'ishdilshi doosdila. (Bring the potatoes.)	carry potatoes
Xants'ishdilshi ʔadiilo. (Let's plant the potatoes.)	plant potatoes
Xants'ishdilshi tu moghanischud. (Water the potatoes.)	water potatoes
Tł'uwch'izhi doosdila. (Bring the onions.)	carry onions
Tł'uwch'izhi ʔadiilo. (Let's plant the onions.)	plant onions
Tł'uwch'izhi tu moghanischud. (Water the onions.)	water onions

Culture

1. **Beadwork:** Students continue to weave belts that will encircle their waistlines.

2. Choose one of the below for each unit:

   - Dance
   - Craft
   - Feast
   - Speaker

Reading/Writing

Cryptic Messages

The teacher writes the following word, phrase or sentence on the board leaving some of the letters out. The students must guess the letters to solve the message and then act out the phrase to show that they understand it. The teacher may wish to promise the students a reward if they ever get the message in less than ONE TRY!! Do not use English. This activity should help the students to predict letters and show their familiarity with Tsuut'ina script. In later units the students can make up their own messages.

1. Dasnahaʔa.
      (Where are you going?)
   Tanats'idiniich'ishdi ts'idaadałat'a.
      (We're going to a rodeo.)
   Dogha nido.
      (Let's sit here.)
   Nuwi xanits'idoo.
      (There's a cowboy.)
   Guja tanisdo.
      (Good ride.)
   Nayits'idigu.
      (Don't fall.)
   Guja ʔidisdluw.
      (Good throw.)
   Guminiitid.
   (Do your best.)

2. Nanaayistsoni. (See you later.)

3. Use a month of the year.

Story Models

The teacher writes the following phrase on the board and explains the meaning in Tsuut'ina (using actions and diagrams, if necessary). The teacher invites the students to draw pictures which illustrate the phrase. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Give the students the following text and ask them to draw the characters who might say the dialogue: Do not show them the English text!

Dasnahaʔa.
   (Where are you going?)
Tanats'idiniich'ishdi ts'idaadałat'a.
   (We're going to a rodeo.)
Dogha nido.
   (Let's sit here.)
Nuwi xanits'idoo.
   (There's a cowboy.)
Guja tanisdo.
   (Good ride.)
Nayits'idigu.
   (Don't fall.)
Guja ʔidisdluw.
   (Good throw.)
Guminiitid.
   (Do your best.)

The teacher discusses who might make this statement. The students could draw cartoon-like characters with these words in bubble captions. Do not show them the English text!

Dunazits'i. (Keep quiet.)
Sidinaa. (Hurry up.)
Nanaayistsoni. (See you later.)

Draw the pictures to match the text: Do not show or use the English text.

Point to/touch something

Diyi diigoy. (This is grey.)	grey
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black

The teacher discusses who might make this statement. The students could draw cartoon- like characters with these words in bubble captions. Do not show them the English text.

ʔizists'i. (Listen.)

Write the numbers to match this text: Do not show or use the English text.

gunisnani	ten
akadii	twenty
toodii	thirty
diishdii	forty
guut'adii	fifty
gustodii	sixty
chishch'idini	seventy
tłaashdiishdini	eighty
tłak'uyaadini	ninety
gunisnadii	one hundred

Draw a picture of an animal, label it and its body parts.

Draw the pictures to match the text.

Gesture to show

nichow (big)	large size
nik'uana (short)	reduced height
nitsitł'aa (small)	small size

Print Activities

Language Experience Charts

Continue writing on a weekly basis a theme chosen by one of the students in the class.

Crossword

Students can prepare a code game. For example,

___' ___ ___   ___ ___ ___' ___ ___ ___ ___

8 6 4   12 8 7   1 3 4 1

a	d	g	h	l	o	s	t	y	w	n	i
1	2	3	4	5	6	7	8	9	10	11	12

Evaluation

True – False

Use the happy face shee.

Listening Comprehension

The teacher says two words/phrases which are either the same or different. The students show (with a hand or a colored card) whether they are the same or different. The teacher makes this up for sound recognition and comprehension.

Sequencing

The students are given the text of the dialogue and must order the sentences.

Application of dialogue

The students create a skit/role play about shopping or going to a rode. Evaluate for accuracy, creativity, and pronunciation.

Recite Dialogue

Self – Evaluation

Write a paragraph about, "What I would like to know more about in Tsuut'ina".

For student self-evaluation use the following:

Self-Evaluation
Feedback for Unit
ʔOO (Yes/True) CHA (No/False)

Observational Checklist

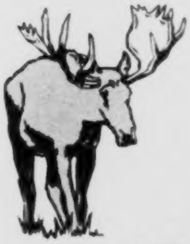
Use the Observation Checklist provided for evaluation.

Name: ______________________ Grade: __________

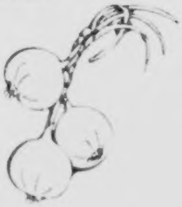
Unit: __________

Match The Words and Pictures

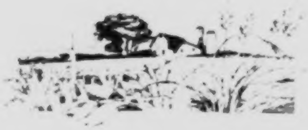
ʔits’aga



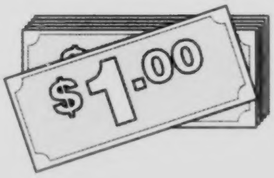
ʔistła



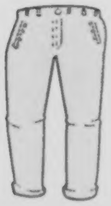
ʔatłik’aa



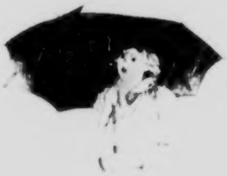
dzazi



Cho ʔati.



Toguyisil



Name: ____________________ Grade: __________

Unit: __________

Fill in the Missing Letters

1. ʔ _ wa k' _ a _ a _ l _ _ .

2. ʔu _ _ _ a ʔ _ s _ _ n _ .

3. ʔ _ _ _ al _, na _ _ _ st' _.

4. G _ _ _ na _ _ is _ ' _.

5. D _ _ _ n _ ʔi _ _ t _ ' u _.

6. ʔa _ _ h _, _ _ nit' _ da.

7. _ _ ts'i _ _ 'a-ti _ yi _ i _ _ n.

Name: ____________________ **Grade:** __________

Unit: __________

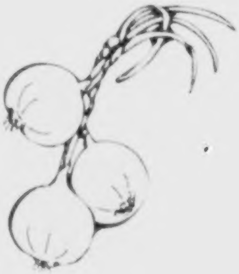
Draw a Picture of the Word in Each Box

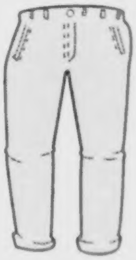
tł'uł	ʔitsa' agha diigoyi
kuwagu-ti	tłuk'a
k'iyiji	ʔistła

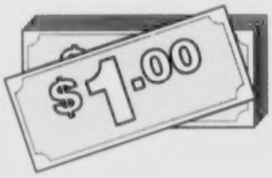
Name: ______________________ Grade: __________

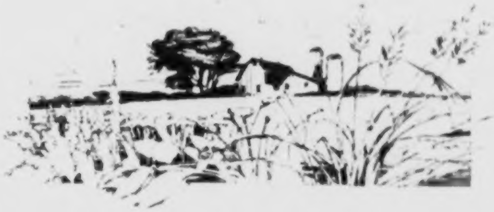
Unit: __________

Describe Each Picture With a Short Sentence.





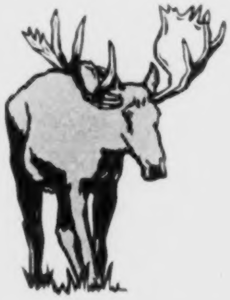


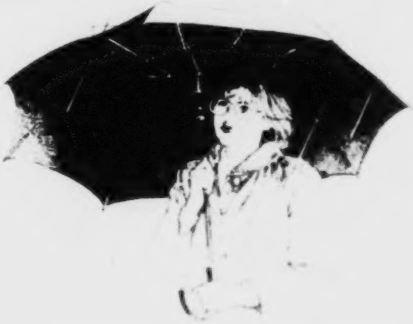


Name: ____________________ Grade: __________

Unit: __________

Describe Each Picture With a Short Sentence.





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Name: ______________________ **Grade:** __________

Unit: __________

Match the Sentences

Dunazits'i.	Keep quiet.
Tłiguutsin.	That smells good.
Sidzanaghazud.	Hurry up.
Sidinaa.	I'm hungry.
Diyi sik'odzi. ʔat'a	This is ice cream.

UNIT 9 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or chant	**LOGO: Series Name**
SCENE TWO	
Father: **ʔuwaala naanisiit'a.** (Are you ready to pitch the teepee?)	**Slide 1** The family is gathered to pitch a teepee. Each family member is holding a teepee pole.
Ron, Jisi, ʔilaana: **ʔuwana.** (We're ready.)	**Slide 2** Family
Jisi: **Dlaana ʔiyi tł'uł**. (Pass the rope.)	**Slide 3** Jessie has his hand extended, requesting the rope.
SFX: Hammering and back ground chatter.	**Slide 4** Jessie is tying together the main poles.
	Slides 5 to 9 Teepee is being pitched.
ʔilaana: **ʔuwa k'asiila**. (Now, we're finished.)	**Slide 10** Alana's face shows she is happy, but that she has also worked hard.
Mother: **Guja naanisiit'iy.** (It's well pitched.)	**Slide 11** Mother is pointing at the teepee.
Ron: **Sidzanaghazud.** (I'm hungry.)	**Slide 12** Ron is touching his stomach.
ʔilaana and Jisi: **ʔuwana ʔiisiina.** (Let's get something to eat)	**Slide 13** Alana and Jessie are walking together. Their hands are extended to call Ron to join them.
Jisi: **Nits'ist'aatii yinisin.** (I'd like some Bannock.)	**Slide 14** Alana, Jessie and Ron are in front of a taco stand.

AUDIO	VISUAL
ʔilaana: **Toguyisk'is, sik'odzi yinisin.** (It's hot. I'd like some ice cream.)	**Slide 15** Alana is wiping her brow from the heat.
Ron: **Sini ju**. (Me too.)	**Slide 16** Ron is holding an ice cream cone.
Jisi: **Nuwi Hayden Gooji guts'i ʔilini.** (There's Hayden. He's a Blackfoot)	**Slide 17** Jessie is pointing at a Blackfoot man, who is approaching them.
ʔilaana: **ʔaayaho, danit'ada.** (Hi! How are you?)	**Slide 18** Alana is greeting the Blackfoot man.
Blackfoot man: **Guanistłi naniyisʔini.** (I'm happy to see you again.)	**Slide 19** The Blackfoot man looks very happy.
Ron: **ʔizists'iy gidisjin.** (Listen, they've started singing.	**Slide 20** Ron's facial expression shows that he tuned into something. singing.
SFX: Hand games	
Jisi: **ʔuwana gunaasiiʔi.** (Let's go see the event.)	**Slide 21** Jessie is followed by Alana and Ron. They are heading off towards the hand games.
SCENE THREE	
Music: Red Bones (Instrumental)	**LOGO:** Animated letters greeting each other
Father: **ʔuwąala naanisiit'a.** (Are you ready to pitch the teepee?)	Word/phrase in Tsuut'ina
Ron, Jessie, ʔilaana: **ʔuwana.** (We're ready.)	Word/phrase in Tsuut'ina
Jisi: **Dlaana ʔiyi tł'uł**. (Pass the rope.)	Word/phrase in Tsuut'ina

AUDIO	VISUAL
ʔilaana: **ʔuwa k'asiila.** (Now, we're finished.)	Word/phrase in Tsuut'ina
Mother: **Guja naanisiit'iy.** (It's well pitched.)	Word/phrase in Tsuut'ina
Ron: **Sidzanaghazud.** (I'm hungry.)	Word/phrase in Tsuut'ina
ʔilaana and Jisi: **ʔuwana ʔiisiina.** (Let's get something to eat.)	Word/phrase in Tsuut'ina
Jisi: **Nits'ist'aatii yinisin.** (I'd like some Bannock.)	Word/phrase in Tsuut'ina
ʔilaana: **Toguyisk'is, sik'odzi yinisin.** (It's hot. I'd like some ice cream.)	Word/phrase in Tsuut'ina
Ron: **Sini ju.** (Me too.)	Word/phrase in Tsuut'ina
Jisi: **Nuwi Hayden Gooji guts'i ʔilini.** (There's Hayden. He's a Blackfoot)	Word/phrase in Tsuut'ina
ʔilaana: **ʔaayaho, danit'ada.** (Hi! How are you?)	Word/phrase in Tsuut'ina
Blackfoot man: **Guanistłi naniyisʔini.** (I'm happy to see you again.)	Word/phrase in Tsuut'ina
Ron: **ʔizists'iy gidisjin.** (Listen, they've started singing.)	Word/phrase in Tsuut'ina
Jisi: **ʔuwana gunaasiiʔi.** (Let's go see the event.)	Word/phrase in Tsuut'ina

AUDIO	VISUAL
SCENE FOUR	
Music: Instrumental	**LOGO:** Animated numbers
Father: **Gunisnanii, akadii, toodii, diishdii, guut'adii, gustodii, chishchi'idini, tłaashdiishdini, tłak'uyaadini, gunisnadii.** (Ten! Twenty! Thirty! Forty! Fifty! Sixty! Seventy! Eighty! Ninety! One Hundred!)	Tsuut'ina warrior is making smoke signals. His young son is looking on.
Ron: **Nanisʔi Nanisʔi!** (Look! Look!)	Ten flocks of ten geese are each flying towards them. (Look! Look!)
SCENE FIVE	
SFX: Laughing mask	**LOGO:** Indian mask
Saddle: **ʔistłi magunilini!** (What a beautiful horse!)	Saddle and Bridle are getting ready to go for a horseback ride.
Bridle: **Tł'uł saghanilo.** (Pass the rope.)	Saddle passes Bridle a rope.
Saddle: **Nayits'id-igu.** (Hold on fast – don't fall.)	Bridle and Saddle are sitting together on the saddle.
Bridle: **ʔuwaala.** (Are you ready?)	
Saddle: **ʔuwana.** (Let's go.)	Saddle and Bridle areon Butch.
SCENE SIX	
Mother: **Diyi diigoyi.** (This is grey.)	A grey screen

AUDIO	VISUAL
ʔilaana: **Diyi tsa diigoyi.** (This is a grey rock.)	A grey rock
Ron: **Diyi ʔiwaza diigoyi.** (This is a grey egg.)	A grey egg
Father: **Diyi gusitł'a diigoyi.** (These are grey beads.)	Grey beads
Grandmother: **Diyi t'oh diigoyi.** (This is a grey feather.)	A grey feather
Grandfather: **Diyi ʔits'agha diigoyi.** (This is a grey bird.)	A grey bird
Mother: **Diyi ʔistłi diigoyi.** (This is a grey horse.)	Butch is carrying a tray with bowls of soup to guests in the living room. He is all dressed up. He cannot see where he is walking and slips on a banana peel. The soup spills all over him and he turns grey.
SFX: Booby prize sound – double beeps	
SCENE SEVEN	
Musical Intro: "This is a Test"	
Mother: **Dit'a ʔat'a nanisʔini.** (Tell me what you see.)	A red screen
Diik'azi diyini-da ʔatładini. (If you said "red" you were right.)	
Mother: **Dit'a ʔat'a nanisʔini.** (Tell me what you see.)	A green screen
Dinisjoshi diyini-da ʔatładini. (If you said "green" you were right.)	

AUDIO	VISUAL
Ron: **Diyi tłuk'a ʔat'a.** (This is a fish.)	A large fish is opening his mouth and a smaller fish swims in.
Ron: **Diyi tłuk'a ʔat'a.** (This is a fish.)	A fish bites a fish hook and is pulled off screen. The eyes flash in shock!
SCENE ELEVEN	
Musical Intro.	**A Fashion Show**
Female voice: **Diyi dzazi-tsi ʔat'a. Ɂiyi mik'iyija ʔaguniłi!** (This is elk. His shirt is beautiful!)	Elk is wearing a black ribbon shirt and is walking down a ramp. The audience cheers.
SFX: The animal audience cheers	
Female voice: **Diyi xani-tii ʔat'a. Ɂiyi ʔit'ogha . ʔagunili!** (This is Buffalo. What beautiful feathers!)	Buffalo, wearing a cowboy raincoat with buffalo skull design and a cowboy hat with feathers, is walking down a ramp.
SFX: The animal audience cheers	
SCENE TWELVE	
Raspberry: **Nuwi sik'odzi-tsi ʔichito Nishina guts'i.** (There's Ice Cream from Morley.)	Raspberry, Bannock and Dried Meat are at a rodeo. They're dressed in cowboy hats. They meet Ice Cream, Apple, and Potato who are also dressed in cowboy hats. As they greet, they shake hands.
Bannock: **Nuwi xants'ishdilshi-tsi Nishina guts'i.** (There's Potato from Hobemma.)	
Dried Meat: **Nuwi diiyali-tsi Gooji guts'i.** (There's Apple from Gleichen.)	
Apple: **Ɂaayahu, danit'ada?** (Hi! How are you?)	

AUDIO	VISUAL
Potato and Raspberry **ʔadana ʔat'aʔ** (Who's that?)	Banana – the Tom Selleck of "Food-dom" struts across the screen in a big stetson and chaps.
Dried Meat: **ʔayuwa-tsi ʔat'a.** (That's Banana.)	
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob appears, teeth snapping.
Bannock: **ʔuwana !** (Let's go!)	Everyone takes off. Glob is in pursuit.
SCENE THIRTEEN	
Musical Intro: "This is a Test"	
Father: **Diyi dit'aaʔa?** (What's this?)	Fish's head flashes on the screen.
Jisi: **Diyi ʔitsi ʔat'a.** (This is a head.)	
Father: **Diyi dit'aa ʔat'a?** (What are these?)	Fish's eyes flash on the screen below the ears.
Jisi: **Diyi ʔinogha ʔat'a.** (These are eyes.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Fish's mouth flashes on the screen below the eyes.
Jisi: **Diyi ʔizo ʔat'a.** (This is a mouth.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Fish's body flashes on the screen behind the mouth.

AUDIO	VISUAL
Jisi: **Diyi guts'ito ʔat'a.** (This is a body)	
Father: **Diyi dit'aaʔa?** (What's this?)	Fish's tail flashes on the screen behind the legs.
Jisi: **Diyi ʔicha ʔat'a.** (This is a tail.)	
Father: **Diyi dit'aaʔa?** (What's this?)	All parts are joined through an outline.
Jisi: **Diyi tʔuk'a ʔat'a.** (This is a fish.)	
SCENE FOURTEEN	
Beaver: **Tłik'a daayash.** (Let's walk around.)	Beaver and Muskrat are on an evening walk in spring. Stars twinkle. They exhange coats and boots.
Muskrat: **Nagunik'oos.** (It's cool.)	
Beaver: **Sik'iyija-chu ʔach'igushishaay.** (You forgot my coat.)	
Muskrat: **Sayaa doghanila.** (Put on mine.)	
Beaver: **Doo dit'oni t'ogha.** (Here's an eagle feather.)	They pick up an eagle feather
Muskrat: **Misila gogunilina.** (It's a good sign.)	

AUDIO	VISUAL
Beaver: **ʔizists'iy.** (Listen.)	Thunder and raindrops appear on the screen.
SFX: Thunder and raindrops	
Beaver: **Sikaasts'aga ʔach'igushishaay.** (I forgot my boots.)	
Muskrat: **Guniton!** (Hang on!)	Muskrat picks up Beaver and carries him off.
SCENE FIFTEEN	
Salesperson: **Diyi ʔistła yinit'asaana.** (Try on these pants.)	Salesperson is holding up a pair of long pants.
Ron: **Diyi ʔistła tiyik'a nitł'ul.** (These pants are too long)	Ron is wearing pants that are too long.
Salesperson: **Diyi ʔistła yinit'asaana.** (Try on these pants.)	Salesperson is holding up a of short pants.
Ron: **Diyi ʔistła tiyik'a nik'uana.** (These pants are too short.)	Ron is wearing pants that are too short.
Salesperson: **Diyi ʔistła yinit'asaana.** (Try on these pants.)	Salesperson is holding up a pair of pants.
Ron: **Diyi ʔistła tiyik'a nichow.** (These pants are too big.)	Ron is wearing pants that are too wide.
Salesperson: **Diyi ʔistła yinit'asaana.** (Try on these pants.)	Salesperson is holding up a pair of pants.
Ron: **Diyi ʔistła tiyik'a nitsitł'aa.** (These pants are too small.)	Ron is wearing pants that are too small.

AUDIO	VISUAL
Salesperson: **Diyi ʔistła yinit'asaana.** (Try on these pants.)	Salesperson is holding up a pair of pants.
Ron: **Diyi ʔistła sayiitinaa.** (These pants are just right.)	Ron is wearing pants that fit.
SCENE SIXTEEN	
Grandmother: **ʔisu ʔistłinaʔa.** (I'm Grandmother.)	Grandmother is smiling.
Grandfather: **ʔisagha ʔistłinaʔa.** (I'm Grandfather.)	Grandfather is smiling.
Mother: **ʔinoo ʔistłinaʔa.** (I'm Mother.)	Mother is smiling.
Father: **ʔitoo ʔistłinaʔa.** (I'm Father.)	Father is smiling.
ʔilaana: **ʔilaana ʔistłinaʔa.** (I'm Alana.)	Alana is smiling.
Jisi: **Jisi ʔistłinaʔa.** (I'm Jessie.)	Jessie is smiling.
Ron: **Ron ʔistłinaʔa.** (I'm Ron.)	Ron is smiling.
Ron: **Michadikodi ʔistłinaʔa.** (I'm Beaver.)	Beaver is smiling.
ʔilaana: **Natł'odogha ʔistłinaʔa.** (I'm Rabbit.)	Rabbit is smiling.

AUDIO	VISUAL
ʔilaana: **Buus ʔistłinaʔa.** (I’m Cat.)	Cat is smiling.
Ron: **Tłuk’a ʔistłinaʔa.** (I’m Fish.)	Fish is smiling.
Ron: **Task’oyi ʔistłinaʔa.** (I’m Muskrat.)	Muskrat is smiling.
ʔilaana: **Ninagha ʔistłinaʔa.** (I’m Bear.)	Bear is smiling.
Jisi: **Tsiis ʔistłinaʔa.** (I’m Duck.)	Duck is smiling.
Ron: **Misi ʔistłinaʔa.** (I’m Owl.)	Owl is smiling.
ʔilaana: **Dit’oni ʔistłinaʔa.** (I’m Eagle.)	Eagle is smiling.
Jisi: **Tłich’a ʔistłinaʔa.** (I’m Dog.)	Dog is smiling.
Jisi: **Sidzanaghazud!** **Sidzanaghazud!** (I’m hungry! I’m hungry!)	Glob is smiling.
Jisi: **Jija ʔistłinaʔa.** (I’m Berry.)	Raspberry is smiling and running across the screen.
Ron: **Nits’ist’aatii ʔistłinaʔa.** (I’m Bannock.)	Bannock is smiling and running across the screen.
ʔilaana: **Suni ʔistłinaʔa.** (I’m Dried Meat.)	Dried Meat is smiling and running across the screen.

AUDIO	VISUAL
Grandfather: **Buchi ʔistłinaʔa.** (I'm Butch.)	Butch is in sunglasses, smiling and holding a glass of lemonade.
SCENE SEVENTEEN **Grandmother, Grandfather, Mother, Father, ʔilaana, Jessie, Ron:** **Nanadaayiitsoni.** (See you again soon.)	A "family" shot including Butch and Beaver, all are waving good-bye.
SCENE EIGHTEEN **Theme Music**	**LOGO**

Name: ____________________ **Grade:** __________

Unit: __________

Match The Words and Pictures

ʔits'aga

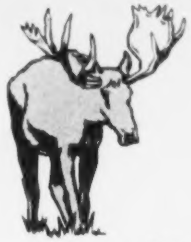
ʔistła

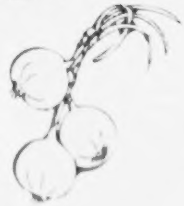
ʔatłik'aa

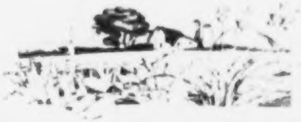
dzazi

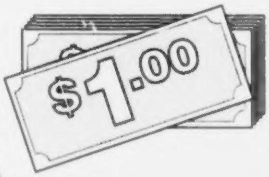
Cho ʔati.

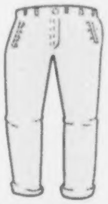
Toguyisil

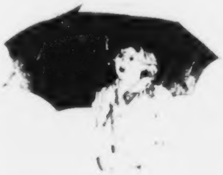












Name: ______________________ Grade: __________

Unit: __________

Fill in the Missing Letters

1. ʔ**u**wa k'**a**a**s**a**a**l**ag**.

2. ʔu**wan**a ʔ**i**s**aa**n**o**.

3. ʔ**awa**al**a**, na**ani**st'**a**.

4. G**uja** na**an**is**t**'**a**.

5. D**laa**n**a** ʔi**yi** tł'uł.

6. ʔa**ya**h**o**, **da**nit'**a**da.

7. **N**its'**ist**'a-ti**i** yi**n**i**si**n.

Name: ______________________ **Grade:** __________

Unit: __________

Draw a Picture of the Word in Each Box

tł'uł rope	ʔitsa' agha diigoyi grey bird
kuwagu-ti teepee	tłuk'a fish
k'iyiji shirt	ʔistła pants

Name: ____________________ **Grade:** __________

Unit: __________

Match the Sentences

Dunazits'i.	Keep quiet.
Tłiguutsin.	That smells good.
Sidzanaghazud.	Hurry up.
Sidinaa.	I'm hungry.
Diyi sik'odzi. ʔat'a.	This is ice cream.

Nanagusja

Unit Ten

A Tsuut'ina (Sarcee) Language Development Program

NOTES TO THE TEACHER

EXPLANATION OF UNIT OVERVIEW CHART

Each Unit Plan Book begins with a **Unit Overview Chart**. Each unit includes twelve to fifteen lessons. The Unit Overview Chart should be used to plan which activities might be done during each class. The teacher must adapt this chart to meet the needs of each group of students. Some students may be able to progress through the unit more quickly whereas another group of students may need more time to complete all of the activities. While it is expected that all of the activities be completed for each unit, the students may also wish to add activities, such as games or skits, making up their own dialogue. The teacher may also wish to prepare and provide additional written activities. These can be recorded on the unit overview for future reference.

Teachers may also wish to complete the other boxes provided in the Teacher's Manual for their own records. For example, in Appendix A of the Manual, the boxes on Functions of Language and grammar concepts could be an activity for the teacher. Teachers can refer to this Appendix when reviewing the dialogue of a unit by identifying all of the language functions and choosing the grammar concepts the students will learn in the unit.

NOTES TO THE TEACHER

For guidance in planning the unit, teachers should refer to the NOTES TO THE TEACHER in Unit Plan Book 1.

Identifier icons

Two icons are used throughout the Plan Book to help you identify certain pages.

🗐	This icon means duplicating master.
🔑	This icon means answer key to a worksheet.

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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CONTENT OVERVIEW

Unit 10: Costumes

Themes

New

1. Costumes
2. Meeting new people
3. Adjectives

Review

4. Colors
5. Seasons, months, days of week
6. Animals
7. Money
8. Rodeo, teepee, beading, gardening
9. Nature
10. Greetings
11. Counting

Objectives

By completion of this unit the students will be able to:

1. Count to one hundred and answer "how many" and "how much".
2. Review colors, body parts, animals, sizes, weather, months, days of the week, seasons, beading, rodeo, planting a garden, and pitching a teepee.
3. Role play putting on a dancing costume.
4. Recite dialogue from memory.
5. Actively participate in games.
6. Complete written activities.
7. Prepare simple skits.
8. Talk about oneself and personal issues.

Daily Routine

Indian Prayer (Optional)

Greetings

Use greetings upon entry and exit.

Attendance

What vocabulary/themes to review:

- **Nouns, verbs, phrases:** The students give a word or phrase from a specified theme during roll call.
- **Weather:** Review

Calendar

Months:	All twelve months of the year
Days:	All seven days of the week
Numbers:	One to one hundred
Seasons:	All four seasons

Concrete Poems

Ask the students to make four concrete poems from the following:

July	Tsiis ʔitsizi chʼatʼagha
August	Jija chʼatʼagha
September	Dzazi nita chʼatʼagha
October	ʔitʼoosi naka chʼatʼagha
November	Tudaka gutishi chʼatʼagha
December	Zaskʼa chʼatʼagha
teepee	kuwaguti
It's hot.	Taguyisil.
rock	tsa
fish	tłukʼa
deer	guyani

pants	ʔistła
raincoat	cho k'iyiji
antlers	ʔida
summer	ʔama

Dialogue

A. Script: Costumes

Grandmother:
Diyi noo ʔat'a.
(This is for you.)

Jisi:
Nuwi Violet Tsuut'ina guts'i.
(There's Violet. She is Sarcee.)

ʔilaana:
Danit'ada?
(How are you?)

Jisi:
Guanistłi naniyisʔini.
(I'm glad to see you.)

B. Explanation Activities

- Bring in the Dancing Costume.
- Ask the students to make small gifts for the end of the school year and say "Diyi nogha ʔat'a." (This is for you).
- Describe summer.
- Introduce someone to a friend.

Props for Dramatization

– Dancing Costume

Alphabet	Grammar
l	luchina (handle)
ł	mił (sleep)
dl	dluna (mouse)

Activities My Students Can Lead In

- Calendar
- Weather
- Numbers
- Games
- Other
- Sequencing Dialogue
- Total Physical Response
- Rhythm Poems
- Riddles

Games

Charades

The teacher acts out the following actions while the students guess what he or she is doing. Eventually the students could also be the actors:

ʔuwa todistł'ahat'a.
– I'm going to dance now.
Diyi ʔida ʔat'a.
– These are antlers.
Yit'o.
– It is flying.
Diyi ʔistła ʔat'a.
– These are jeans.
Ts'inidotii ts'i diyahat'a.
– (S)he is going to a pow wow.
ʔits'iditł'ishdi ts'i diyahat'a.
– (S)he is going to school.

Number Comprehension Relay

Materials

– Two to four groups of students with an equal number of members per group.

– Blackboard

Method

– The students line up at a set distance from the blackboard.

– The teacher calls out a number and one member from each team runs to the blackboard, writes the number on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.

– The team that completes the task first wins.

Buzz

Materials

- Group of players

Method

- A forbidden number is selected (4 or 7 or any other).
- In a set order the players begin to call off numbers beginning with ONE.
- Instead of saying the forbidden number or any multiple of it, or any number which it is a part of, the player must say BUZZ.
- If he or she does not, the player is eliminated from the game.

Variation

- Choose two forbidden numbers. For example, 3, 8.
- In place of three or multiples of three, the players will say BUZZ. In place of eight or multiples of 8, players will say FIZZ.
- For a number that involves both, like 38, they will say BUZZ-FIZZ.

Word Comprehension Relay

Materials

- Two to four groups of students with an equal number of members per group
- Blackboard
- Chalk

Method

- The students line up at a set distance from the blackboard.
- The teacher calls out a word and one member from each team runs to the blackboard, writes the word on the board, leaves the chalk on the blackboard ledge, and runs to the back of the line.
- The team that completes the task first wins.

Deaf and Dumb Spelling

Materials

- Players

Method

- In the place of vowels, the students make the following notions:

A – raise right hand
E – raise left hand
I – point to eyes
O – point to mouth
U – point to teacher

- If the word MINUTE is to be spelled, the student does the following: says M; points to his eyes (for I) ; says N; points to the teacher (for U); says T; raises his left hand (for E).

This Is My Foot

Materials

- Students sitting in a circle

Method

- One player is selected IT and goes to the middle of the circle.
- IT stand in front of one player and points to one body part and says, "THIS IS MY " (a different body part).
- The other player must point to the correct body part and say the other body part. For example, IT points to his or her nose and says "This is my foot". The player points to his or her foot and says "This is my nose". If the player fails, he becomes IT.

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Question–Answer Ball Throw

Materials

- Students sitting in a circle
- Small soft (foam) ball

Method

- The teacher throws the ball to a student and asks that student a question.

- The student who catches the ball must answer the question.

- The student then throws the ball to another student and asks the second student a question.

- The second student answers the question. The game continues.

Conversation

Materials

- Students sitting in a circle

Method

- The teacher taps six or seven students on the shoulder and gives them one question word each (i.e. **who, what, when , where, why, and how**).

- The teacher then calls out the question word WHO.

- The student with that word must pick a player to go in the middle for the conversation.

- The teacher then calls out the question word WHAT.

- The student with that word must ask: "What do you like (to do) (to eat)?"

- The teacher then calls out the question word WHERE.

- The student with that word asks: "Where do you like to (use the student's answer)?"

- The game continues until all of the questions have been answered.

Concentration

Materials

- Students sitting in a circle

Method

- The teacher starts a slap–clap–snap–clap rhythm.

- The students join in.

- The teacher names a category. Each student names an item in the category. If the student cannot think of a word he or she is out.

- The game continues until all of the students are out, or the teacher chooses to go on to another activity.

Completely Opposite

Materials

- A group of players

Method

- The players sit in two rows, opposite one another with one extra player as IT.

- IT walks behind one row, stops behind one player, and calls a word.

- The player opposite this one must call out the opposite.

- If he or she fails, they become IT.

Word Bingo

Materials

- Each player and the teacher must have a sheet of paper divided into 16 squares.

Method

- The teacher or IT selects a category and all the players must fill in each square with one word from the said category in a fixed time limit.

- At the end of the time limit, IT calls out the words on his/her sheet.

- The player who has the most common words becomes IT.

Building Words

Materials

- Players and paper

Method

- Three to twenty word beginnings/endings (depending on the students' abilities and knowledge) are placed on the blackboard. For example, plurals, possessives, or tense changes.

- Within a set time each player (or team of players) must come up with one word that ends with each ending.

- The player or team with the most words wins.

Word Families

Materials

- Oral or on paper

Method

- The teacher writes a list of words on the board.

- The players must write (or say) one word that is associated (has the same root word) as each word on the board.

- The player who finishes first wins.

- For example,

words on board	player's answers
science	scientist
law	lawyer
bake	baker

Have You Seen My Dog?

Materials

- Oral

Method

- All the players stand in a circle, except IT.

- IT goes up to one player and asks: "Have you seen my dog?"

- The player responds: "What does he look like?"
- IT describes one of the players in the circle.

- The player must guess the person being described to become IT.

Simon Says

Materials

- Students
- Picture props related to the theme(s) studied

Method

- The teacher acts as SIMON. The students have picture props on their desk.
- The teacher calls out "SIMON SAYS, SHOW ME YOUR ."
- The students point to that item.
- When the teacher gives a command without saying SIMON SAYS, the students should not do it. If they do, they are out.
- The game continues until only one person is left or teacher ends the game.
- With more able students, a student can be SIMON.
- One player is selected IT and goes to the middle of the circle.

Communicative Competency

Ask students to prepare skits or role plays.

Problems

Ask students to prepare problems.

Rhythm Poems

1. Pow wow
   – ts'inidotii
   I'm going to dance now.
   – Ɂuwa tadistł'ahat'a.
   I'm going to sing now.
   – Ɂuwa disjihat'a.
   I'm going to eat now.
   – Ɂuwa ʔischijat'a.
   pow wow
   – ts'inidotii

2. Five – guut'aa
   ten – gunisnani
   fifteen – guut'aa mitoo
   twenty – ʔakadii
   twenty-five – ʔakadii guut'aa mitoo
   thirty – taadii
   thirty-five – taadii guut'aa mitoo
   forty – diishdii
   forty-five – diishdii guut'aa mitoo
   fifty – guut'adii
   fifty-five – guut'adii guut'aa mitoo
   sixty – gustodii
   sixty-five – gustodii guut'aa mitoo
   seventy – chishch'idini
   seventy-five – chishch'idini guut'aa mitoo
   eighty – tłaashdiishdini
   eighty-five – tłaashdiishdini guut'aa mitoo
   ninety – tłak'uyaadini
   ninety-five – tłak'uyaadini guut'aa mitoo
   one hundred – gunisnadii

Riddles

Diyi ʔida ʔat'a. (These are antlers.)
Diyi ʔik'us ʔat'a. (This is a neck.)
Diyi miwu ʔat'a. (This is his tooth.)
Diyi ʔinagha ʔat'a. (This is an eye.)
Diyi ʔilo ʔat'a. (This is a hand.)
Diyi ʔidzagha ʔat'a. (This is an ear.)
Diyi mizo ʔat'a. (This is her mouth.)
Diyi sicha ʔat'a. (This is my tail.)
Diyi ʔiwus ʔat'a. (This is a leg.)

Act like an elk
What is this?
Diyi dzazi-tsi ʔat'a. (This is an elk.)

Diyi ʔik'us ʔat'a. (This is a neck.)
Diyi miwu ʔat'a. (This is his teeth.)
Diyi ʔinagha ʔat'a. (This is an eye.)
Diyi ʔidzagha ʔat'a. (This is an ear.)
Diyi mizo ʔat'a. (This is her mouth.)
Diyi ʔicha ʔat'a. (This is a tail.)
Diichi ʔiwus. (These are four legs.)

Act like a buffalo.
What is this?
Diyi xani-tii ʔat'a. (This is a buffalo.)

Diyi ʔinagha ʔat'a.
(These are eyes.)
Diyi mizo ʔat'a.
(This is its mouth.)
Diyi ʔakiyi nichowi ʔiwus ʔat'a.
(This has two big legs.)
Diyi ʔakiyi nikuana ʔiwus ʔat'a.
(This has two short legs.)
Diyi dinisjosh.
(This is green.)

What is this?
Diyi toshkashi ʔat'a. (This is a frog.)

Conversation	Pretend to
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	open door and enter
Nido. (Sit down.)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili noghanisko. (Pass the soup.)	pass the soup
Diyi sik'odzi. (This is ice cream.)	lick the cone
ʔisiino. (Let's eat.)	eat
Sidinaa. (Hurry up.)	move quickly on the spot
Tł'iguutsin. (That smells good.)	
ʔisiino. (Let's eat.)	

Hygiene Instructions	Pretend to
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs
Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	Pretend to
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iyii doghanila. (Put on your hat.)	put on hat
Nisła doghanila. (Put on your pants.)	put on pants
Nanaayistsoni. (See you later.)	wave good-bye

Colors	Point/touch something
Diyi diitsuw. (This is yellow.)	yellow

Diyi dinisjosh. (This is green.)	green
Diyi diik'aas. (This is red.)	red
Diyi diiyas. (This is white.)	*white*
Diyi diigoy. (This is grey.)	grey
Diyi dishgosh. (This is black.)	black
Diyi diikon. (This is pink.)	pink

Conversation	**Pretend to**
Gudinisk'oos. (It's cool.)	shiver as if cold
Taguyisk'is. (It's hot.)	wipe sweat from brow
Nuʔ. (No.)	shake head
Ɂoo, magunisha. (Yes, I know.)	nod head
Tłlik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Ɂizists'iy. (Listen.)	put hand to ear
Diyi ts'iyinoo ʔagunili. (This is the life.)	look relaxed
Ɂoo, magunisha. (Yes, I know.)	nod head
Nuʔ. (No.)	shake head
K'ats'idinisni. (I'm scared.)	pretend to be afraid
Sidzanaghazud. (I'm hungry.)	*rub stomach as if hungry*
Nichow. (It's big.)	show a large size
Nik'uana (short)	show a short height
Nitsitł'aa (small)	show a small size
Doosdiya. (Come here.)	come to the teacher
Natłanaasaagush. (Let's go skating.)	skate

Diyi nitsitł'aa. (This is small.)
Diyi diiyas. (This is white.)
Diyi ʔadiilo. (Let's plant these.)
Tu moghanischud. (You water it.)
Ɂisiino (Let's eat.)

What is it?
tł'uwch'izhi (onions)

Diyi nichow. (This is big.)
Diyi diiyas. (This is white.)
Diyi ʔadiilo. (Let's plant these.)
Tu moghanischud. (You water it.)
Ɂisiino. (Let's eat.)

What is it?
xanch'ishdilshi (potatoes)

Diyi nichow. (This is big.)
Diyi diitsuw. (This is yellow.)
Diyi ʔadiilo. (Let's plant these.)
Tu moghanischud. (You water it.)
Ɂisiino. (Eat it.)

What is it?
ʔits'aga (turnips)

Total Physical Response

Teacher says	Students do the following
Numbers	**Hold up**
ʔakiyi mitoo	twelve fingers
diich'i mitoo	fourteen fingers
tłik'aa mitoo	eleven fingers
taak'i mitoo	thirteen fingers
tłik'uyaa mitoo	nineteen fingers
taak'i	three fingers
ʔakiyi	two fingers
akadii	twenty fingers
guut'aa mitoo	fifteen fingers
gustani mitoo	sixteen fingers
tłik'uyaa mitoo	nineteen fingers
akadii	twenty fingers
tłaashdiich'i mitoo	eighteen fingers
tłik'uyaa mitoo	nineteen fingers
chishch'idi mitoo	seventeen fingers
akadii	twenty fingers
gunisnani	ten fingers
ʔakaa mitoo	twelve fingers
ʔatłik'aa	one finger
diich'i mitoo	fourteen fingers
chishch'idi mitoo	seventeen fingers
guut'aa mitoo	fifteen fingers
gustani mitoo	sixteen fingers
chishch'idi mitoo	seventeen fingers
Conversation	**Pretend to**
Dunazits'i. (Keep quiet.)	cover mouth with hands
Kuniya. (Come in.)	open door and enter
Nido. (Sit down.)	sit down
Tł'iguutsin. (That smells good.)	sniff and then smile
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Tazili noghanisko. (Pass the soup.)	pass the soup
Diyi sik'odzi. (This is ice cream.)	lick the cone
ʔisiino. (Let's eat.)	eat
Sidinaa. (Hurry up.)	move quickly on the spot
Show Me	**Point to**
ʔida ʔat'a. (It is antlers.)	antlers
ʔik'us ʔat'a. (It is a neck.)	neck
Niwu ʔat'a. (It is teeth.)	teeth
ʔinagha ʔat'a. (It is an eye.)	eye

Ɂilo ʔat'a. (It is a hand.)	hand
Ɂidzagha ʔat'a. (It is an ear.)	ear
mizo (its mouth)	mouth
micha (its tail)	tail
miwus (its legs)	legs
Diyi dzazi-tsi ʔat'a. (This is an elk.)	act like an elk
Nik'us ʔat'a. (It is a neck.)	neck
Niwu ʔat'a. (It is teeth.)	teeth
Ninagha ʔat'a. (These are its eyes.)	eyes
Nidzagha ʔat'a. (These are its ears.)	ear
mizo (its mouth)	mouth
micha (its tail)	tail
miwus (its legs)	legs
Diyi xani-tii ʔat'a. (This is a buffalo.)	act like a buffalo
Minagha ʔat'a. (Show me your eyes.)	eyes
mizo (its mouth)	mouth
miwus (its legs)	legs
Diyi toshkashi ʔat'a. (This is a frog.)	act like a frog

Hygiene Instructions	**Pretend to**
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha nanisgas. (Comb your hair.)	comb hair
Nini tadistsił. (Wash your face.)	wash face
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwus tadistsił. (Wash your legs.)	wash legs
Nicha tadistsił. (Wash your tail.)	wash tail
Nidzagha tadistsił. (Wash your ears.)	wash ears
Niwu ʔaadis. (Brush your teeth.)	brush teeth
Nitsagha tadistsił. (Wash your hair.)	wash hair

Conversation	**Pretend to**
Nik'iyija doghanila. (Put on your coat.)	put on coat
Nitsinaat'iyii doghanila. (Put on your hat.)	put on hat
Nistła doghanila. (Put on your pants.)	put on pants
Nanaayistsoni. (See you later.)	wave good-bye

Colors	**Point/touch something**
Diyi diigoy. (This is grey.)	grey
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diitsuw. (This is yellow.)	yellow
Diyi dinisjosh. (This is green.)	green

Diyi diigoy. (This is grey.)	grey
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diik'aas. (This is red.)	red
Diyi dishgosh. (This is black.)	black
Diyi diigoy. (This is grey.)	grey
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diigoy. (This is grey.)	grey
Diyi diik'aas. (This is red.)	red
Diyi diikon. (This is pink.)	pink
Diyi diiyas. (This is white.)	white
Diyi diigoy. (This is grey.)	grey
Diyi dishgosh. (This is black.)	black
Diyi diikon. (This is pink.)	pink
Diyi diigoy. (This is grey.)	grey

Conversation	**Pretend to**
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
Nanisʔi. (Look.)	look up
Gudinisk'oos. (It's cool.)	shiver as if cold
Taguyisk'is. (It's hot.)	wipe sweat from brow
Gudinisk'oos. (It's cool.)	shiver as if cold
Taguyisk'is. (It's hot.)	wipe sweat from brow
Gudinisk'oos. (It's cool.)	shiver as if cold
Taguyisk'is. (It's hot.)	wipe sweat from brow
Nuʔ. (No.)	shake head
ʔoo, magunisha. (Yes, I know.)	nod head
Tłik'a daayash. (Let's walk around.)	walk around classroom
Chuwa. (Wait.)	stop
Nido. (Sit down.)	sit down
ʔizists'iy. (Listen.)	put hand to ear
Diyi ts'iyinoo ʔagunili. (This is the life.)	look relaxed
ʔoo, magunisha. (Yes, I know.)	nod head
Nuʔ. (No.)	shake head
K'ats'idinisni. (I'm scared.)	be afraid
Sidzanaghazud. (I'm hungry.)	rub stomach as if hungry
Nichow. (It's big.)	show a large size
Nik'uana (short)	show a short height
Nitsitł'aa (small)	show a small size
Doosdiya. (Come here.)	come to the teacher
Natłanaasaagush. (Let's go skating.)	skate

Gardening	**Pretend to**
ʔits'aga doosdila. (Bring the turnips.)	carry turnips
ʔits'aga ʔadiilo. (Let's plant the turnips.)	plant turnips

ʔits'aga tu moghanischud. (Water the turnips.)	water turnips
Xants'ishdilshi doosdila. (Bring the potatoes.)	carry potatoes
Xants'ishdilshi ʔadiilo. (Let's plant the potatoes.)	plant potatoes
Xants'ishdilshi tu moghanischud. (Water the potatoes.)	water potatoes
Tł'uwch'izhi doosdila. (Bring the onions.)	carry onions
Tł'uwch'izhi ʔadiilo. (Let's plant the onions.)	plant onions
Tł'uwch'izhi tu moghanischud. (Water the onions.)	water onions

Culture

1. **Beadwork:** Students will finish their belts which must then be attached to the necessary cloth, canvas or leather they have chosen.

2. Choose one of the following for each unit:

   - Dance
   - Feast
   - Craft
   - Speaker

Reading/Writing

Cryptic Messages

The teacher writes the following word, phrase or sentence on the board leaving some of the letters out. The students must guess the letters to solve the message and then act out the phrase to show that they understand it. The teacher may wish to promise the students a reward if they ever get the message in less than ONE TRY!! Do not use English. This activity should help the students to predict letters and show their familiarity with Tsuut'ina script. In later units the students can make up their own messages.

1. Diyi agunili. (This is delicious.)

2. Xadaguyizid.
   (It is spring.)
   Cho ʔat'i.
   (It's raining.)
   Dit'oni winiga guts'i ninadil.
   (The eagles return from the south.)
   Toshkashi nadini.
   (The frogs are croaking.)
   Xadaguyizid.
   (It is spring.)

3. Use a month of the year.

4. Xadaguyizid.
   (It is spring.)
   Xants'ishdilshi ʔadiilo.
   (Let's plant the potatoes.)
   ʔits'aga ʔadiilo.
   (Let's plant the turnips.)
   Tł'uwch'izhi ʔadiilo.
   (Let's plant the onions.)
   K'aʔaadiiyilo.
   (Finished planting?)
   Xants'ishdilshi tu moghanischud.
   (Water the potatoes.)
   ʔits'aga tu moghanischud.
   (Water the turnips.)
   Tł'uwch'izhi tu moghanischud.
   (Water the onions.)
   Guja nahoogha ʔich'idiyaadaa.
   (I hope it grows well for us.)

Story Models

The teacher writes the following phrase on the board and explains the meaning in Tsuut'ina (using actions and diagrams, if necessary). The teacher invites the students to draw pictures which illustrate the phrase. These can be posted on a bulletin board. The students could also brainstorm for other words which might fit into the sentence structure. They are then asked to write as many sentences as they can and to illustrate each sentence. The illustrations can be gathered and stapled together to form a book which the teacher or other students can read.

Ask the students to make up a text and pictures about shopping for something. Do not use English.

The teacher discusses who might make these statements. The students could draw cartoon-like characters with these words in bubble captions. Do not show them the English text!

Guminiitid. (Do your best.)
Diyi ʔagunili. (This is delicious.)

Draw the pictures to match this text: Do not show or use the English text.

Xadaguyizid.
(It is spring.)
Cho ʔat’i.
(It’s raining.)
Dit’oni winiga guts’i ninadil.
(The eagles return from the south.)
Toshkashi nadini.
(The frogs are croaking.)
Xadaguyizid.
(It is spring.)

Draw a picture for each month of the year.

Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show or use the English text.

Xadaguyizid.
(It is spring.)
Xants’ishdilshi ʔadiilo.
(Let’s plant the potatoes.)
ʔits’aga ʔadiilo.
(Plant the turnips.)
Tł’uwch’izhi ʔadiilo.
(Plant the onions.)
K’aʔaadiiyilo.
(Finished planting?)
Xants’ishdilshi tu moghanischud.
(Water the potatoes.)
ʔits’aga tu moghanischud.
(Water the turnips.)
Tł’uwch’izhi tu moghanischud.
(Water the onions.)
Guja nahoogha ʔich’idiyaadaa.
(I hope it grows well for us.)

Draw a picture of an animal, label it and its body parts. Do not use English.

Draw a picture of a person and label all of the clothing known. Do not use English.

Give the students the following text and ask them to draw the characters who might say this dialogue: Do not show them the English text.

Gudinisk’asi. (It’s cool.)
Taguyisk’is. (It’s hot.)

Draw the pictures to match this text: Do not show or use English text.

nichow (big)
nik’uana (short)
nitsitł’aa (small)

Print Activities

Language Experience Charts

Continue writing on a weekly basis a theme chosen by one of the students in the class.

Evaluation

True – False

Use the happy face sheet.

Listening Comprehension

The teacher says two words/phrases which are either the same or different. The students show (with a hand or a colored card) whether they are the same or different. The teacher makes this up for sound recognition and comprehension.

Sequencing

The students are given the text of the dialogue and must order the sentences.

Application of dialogue

The students create a skit/role play about shopping or going to a rodeo. Evaluate for accuracy, creativity, and pronunciation.

Recite Dialogue

Self – Evaluation

Write a paragraph about, "What have I learned in Tsuut'ina".

For student self-evaluation use the following Duplicating Masters:

Self-Evaluation
Feedback for Unit
ʔOO (Yes/True) Cha (No/False) – the happy face sheet

Observational Checklist

Use the Observation Checklist provided or design your own.

Name: ______________________ **Grade:** ____________

Unit: ____________

Draw Pictures To Match The Words

akadii guut’aa mitoo	ʔilo
guut’adii ʔakaamitoo	ʔik’us
ʔida	ʔiwus

Name: ____________________ Grade: ____________

Unit: ____________

Draw Pictures To Match The Words

tłuk'a	buus
xani-tii	dit'aa

Name: ____________ Grade: ________

Unit: ________

Fill In The Missing Letters

1. ʔi_u yi___ch’aja ʔat’_.

2. Guan___łi nan____ʔi__.

3. ʔuw_ ___istł’___t’a.

4. D__i ʔ__o ʔat’_.

5. ___ch’aji mag_____ni.

6. Da___’a ʔ_g_ ʔa_’_.

7. D__i dz___si ʔ__un__ili.

8. __yi ʔa__ yik’_ ʔa_’a.

Name: ______________________ Grade: __________

Unit: __________

More Missing Letters

1. Ɂ ___ l ___

2. k ___ w ___

3. ___ ’u ___ ___ hu

4. d ___ tɬ’ ___ ___ ___ a

5. m ___ ___ ʔit ___ ’ ___ ___ il ___ ___ ___

6. a ___ ad ___ ___

Name: ____________________ Grade: __________

Unit: __________

Match The Sentences

Niwu ʔaadis.	Put on your pants.
Nitsagha nanisgas.	Brush your teeth.
Nistła doghanila.	Put on your coat.
Diyi toshkoshi Ɂat'a.	Comb your hair.
Nik'iyija doghanila.	This is a frog.

UNIT 10 – SCRIPT

AUDIO	VISUAL
SCENE ONE	
Song or Chant	**LOGO: Series Name**
SCENE TWO	
Grandmother: **Diyi noo ʔat'a.** (This is for you.)	**Slide 1** Grandmother is giving Ron a costume that she made for him.
	Slide 2 Ron is elated as he accepts this gift.
	Slide 3 Ron is now wearing the outfit.
Jisi: **Nuwi Violet. Tsuut'ina guts'i.** (There's Violet. She is Sarcee.)	**Slide 4** Jessie is pointing to a woman.
ʔilaana: **Danit'ada?** (How are you?)	**Slide 5** Alana is greeting the woman.
Jisi: **Guanistłi naniyisʔini.** (I'm glad to see you.)	**Slide 6** Jessie is greeting the woman.
SCENE THREE	
Friend: **Nisch'aji magunilini!** (What beautiful beading!)	Word/phrase in Tsuut'ina
Ron: **ʔisu yinisch'aja ʔat'a.** (My Grandmother made it.)	Word/phrase in Tsuut'ina
Friend: **Diyi ʔit'ogha ʔanistłiniti.** (I really like the feathers.)	Word/phrase in Tsuut'ina
Ron: **ʔuwa todistł'ahat'a.** (I'm going to dance now.)	Word/phrase in Tsuut'ina

AUDIO	VISUAL
Jisi, ʔilanna and Ron: **Diyi dzinisi ʔagunili!** (What a great day!)	Word/phrase in Tsuut'ina
SCENE FOUR	
	LOGO: Animated numbers
Mother: **Danit'adii ʔat'a?** (How much would this make?) **ʔatładini, guut'adii ʔakaamitoo.** (That's right: 52.)	15 + 37 =
ʔilaana: **Danit'adii ʔat'a?** (How many?) **SFX:** Crack, crack **ʔitładini, guut'aa.** (That's right: 5.)	Five eggs, cracking open
Mother: **Dant'adii ʔat'a?** (How much?) **ʔitładini, guut'adii ʔakaamitoo.** (That's right: 52.)	15 + 37 =
Mother: **Danit'adii ʔat'a?** (How much?) **ʔitła dini, akadii guut'aa mitoo.** (That's right: 25.)	100 + 4 =
Jisi: **Danit'adii ʔat'a?** (How many?) **SFX:** Ribbit! Ribbit!	Ten frogs on lily pads ribbiting

AUDIO	VISUAL
Young Voice: **ʔatładini, gunisnani.** (That's right: ten.)	
Mother: **Danit'adii ʔat'a?** (How much?)	100 – 29 =
ʔitładini, chishchidini tłik'aa mitoo. (That's right: 71.)	
Mother: **Danit'adii ʔat'a?** (How much?)	4 × 17 =
ʔitładini, gustodii tłasdiichi mitoo. (That's right: 68.)	
SCENE FIVE	
SFX: Laughing mask	**LOGO:** Indian mask
Dried Meat: **Diyi ʔiwus ʔat'a.** (These are legs.)	Dried Meat, Bannock, and Raspberry are underneath the grandstand admiring the spectators. They see Bear's legs.
Raspberry: **Diyi ʔik'us ʔat'a.** (This is a neck.)	Buffalo's neck
Bannock: **Diyi ʔida ʔat'a.** (These are antlers.)	Elk's antlers
Raspberry: **Diyi ʔadzagha ʔata.** (These are ears.)	Rabbit's ears
Glob: **Diyi ʔiwu ʔata.** (These are teeth.)	Glob bites through the grandstand wall.
Bannock and Dried Meat: **ʔuwana!** (Let's go!)	They take off, pursued by Glob.

AUDIO	VISUAL
SCENE SIX	
Grandfather: **Diyi ʔoma yik'a ʔat'a.** (This is summer.)	Summer scene (Same setting as winter)
Grandfather: **Taguyisk'is.** (It is hot.)	Sun's rays blink.
Grandfather: **Dzazi ʔatłak'adił.** (The elks are getting together.)	Elks run through trees.
Grandfather: **ʔits'agha tsitł'a xadatsigiyist'iy.** (The baby birds are peeking out.)	Eggs are hatching.
SFX: Chirping birds	
Grandfather: **Jija dinit'as.** (Berries ripen.)	Berries appear on screen.
Grandfather: **Tsiis ʔichiis, ʔuwa chichi nagidał.** (The ducks lose their feathers and can't fly.)	Feathers appear on screen.
SFX: Quack! Quack!	
Grandfather: **Diyi ʔoma yik'a ʔat'a.** (This is summer.)	Summer scene
SCENE SEVEN	
Mother: **Dit'aa at'a nanisʔini.** (Tell me what you see.)	A red screen
Diik'as diyini-da ʔatładini. (If you said red, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A yellow screen

AUDIO	VISUAL
Dit'suwi diyini-da ʔatładini. (If you said yellow, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini?** (What are you looking at?)	A black screen
Dishgash diyini-da ʔatładini. (If you said black, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A grey screen
Diigoyi diyini-da ʔatładini. (If you said grey, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A blue screen
Dinisjoshi diyini-da ʔatładini. (If you said blue, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A green screen
Dinisjoshi diyini-da ʔatładini. (If you said green, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A pink screen
Diikoni diyini-da ʔatładini. (If you said pink, you were right.)	
Mother: **Dit'aa ʔat'a nanisʔini.** (Tell me what you see.)	A white screen
Diiyas diyini-da ʔatładini. (If you said white, you were right.) (June)	

AUDIO	VISUAL
SCENE EIGHT	
Mother: **Diyi dit'aaʔa?** (What's this?)	An owl
Ron: **Diyi misi-tsi ʔat'a.** (This is an owl.)	
Mother: **Diyi dit'aaʔa?** (What's this?)	A frog
Ron: **Diyi toshkashi ʔat'a.** (This is a frog.)	
ʔilaana: **Diyi dit'aaʔa?** (What is this?)	A beaver
Ron: **Diyi michadikodi ʔat'a.** (This is a beaver.)	
Jisi: **Diyi dit'aaʔa?** (What's this?)	A cat
Ron: **Diyi buus ʔat'a.** (This is a cat.)	
ʔilaana: **Diyi dit'aaʔa?** (What is this?)	A buffalo
Ron: **Diyi xani-tii ʔat'a.** (This is a buffalo.)	
Jisi: **Diyi dit'aaʔa?** (What's this?)	A fish

AUDIO	VISUAL
Ron: Diyi tłuk'a ?at'a. (This is a fish.)	
SCENE NINE	
Father: Diyi dit'aa?a? (What's this?)	A frog's head flashes on screen.
Jisi: Diyi ?itsi ?at'a. (This is a head.)	
Father: Diyi dit'aa ?at'a? (What are these?)	Frog's eyes flash on screen below ears.
Jisi: Diyi ?inogha ?at'a. (These are eyes.)	
Father: Diyi dit'aa?a? (What is this?)	Frog's mouth flashes on screen below eyes.
Jisi: Diyi ?izo ?at'a. (This is a mouth.)	
Father: Diyi dit'aa ?at'a? (What are these?)	Frog's legs flash on screen below neck.
Jisi: Diyi ?iwus ?at'a. (These are legs.)	
Father: Diyi dit'aa?a? (What's this?)	Frog's body flashes on screen behind legs.
Jisi: Diyi guts'ito ?at'a. (This is a body.)	

AUDIO	VISUAL
Father: **Diyi dit'aaʔa?** (What's this?) **Jisi:** **Diyi toshkashi ʔat'a.** (This is a frog.)	All parts are joined through an outline.
SCENE TEN	
Beaver: **Danit'a ʔat'a?** (How many?) **SFX:** Tree chopping **Muskrat:** **Diich'ii mitoo dulaa-da ʔikadii tłik'aa mitoo.** (Fourteen, if not twenty-one.) **Beaver:** **ʔuwaala naanisiit'a.** (Are you ready to pitch the teepee?)	Beaver and Muskrat are going to pitch a teepee. Beaver is chopping down trees.
Muskrat: **ʔoo dlaana ʔiyi tłuł.** (Yes, pass the rope.) **SFX:** Poles falling	They're pitching the teepee.
Beaver: **ʔawaa!** (Good heavens!) **SFX:** Beep-beep booby prize	The poles fall on Muskrat. Muskrat is smiling from under the poles.
SCENE ELEVEN	
Mother: **Dit'aa ʔat'a ʔidzagha?** (Which one is the ears?)	Eyes, ears, and neck of Horse are drawn on the screen. Number 1 is below the eyes, Number 2 below the ears, and number 3 is below the neck.
ʔilaana: **ʔatładini ʔakiyi ʔat'a ʔidzagha.** (That's right, Number 2 is the ears.)	Ears and Number 2 flash.

AUDIO	VISUAL
Mother: **Dit'aa ʔat'a ʔinogha?** (Which one is the eyes?)	Eyes, tail and legs of Rabbit are drawn on the screen. Number 1 is below the eyes, Number 2 is below the tail, and Number 3 is below the legs.
ʔilaana: **ʔatładini ʔatłik'aa ʔat'a ʔinogha.** (That's right, Number 1 is the eyes.)	Eyes and Number 1 flash.
Mother: **Dit'aa ʔat'a ʔogha?** (Which one is a beak?)	Wings, tail and beak of Eagle are drawn on the screen. Number 1 is below the wings, Number 2 is below the tail, and Number 3 is below the beak.
ʔilaana: **ʔatładini, taak'ii ʔat'a ʔogha.** (That's right, Number 3 is a beak.)	Beak and Number 3 flash.
Mother: **Dit'aa ʔat'a ʔiwus?** (Which one is the legs?)	Teeth, tail and legs of Beaver are drawn on the screen. Number 1 is below the teeth, Number 2 is below the tail, and Number 3 is below the legs.
ʔilaana: **ʔatładini, taak'ii ʔat'a ʔiwas.** (That's right, Number 3 is the legs.)	Legs and Number 3 flash.
Mother: **Dit'aa ʔat'a ʔizo?** (Which one is a mouth?)	Mouth, hands and legs of a person are drawn the screen. Number 1 is below the mouth, Number 2 is below the hands, and number 3 is below the legs.
ʔilaana: **ʔatładini, ʔatłik'aa ʔat'a ʔizo.** (That's right, Number 1 is a mouth.)	Mouth and Number 1 flash.
SCENE TWELVE	
Saddle: **Danit'ada?** (Hi! How are you?)	Saddle and Bridle are on a romantic summer walk.
Bridle: **ʔoma ʔaguja.** (It's summer.)	Bridle is staring romantically at Saddle.
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	Saddle puts arm around Bridle.

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AUDIO	VISUAL
Bridle: **Taguyisk'is.** (It's hot.)	Sun rays blink.
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	
Bridle: **Tsiis ʔitsiis ʔuwa chichi nagida.** (Ducks are losing their feathers, they can't fly.)	Duck feathers appear.
SFX: Ducks quacking	
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	
Bridle: **Jija diniit'as.** (Berries ripen.)	Berries on bush change color.
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	
Bridle: **Dzazi ʔitłik'adał.** (Elks are getting together.)	Elks are running through trees.
SFX: Elk sounds	
Saddle: **Minogha ʔagunili!** (What beautiful eyes!)	
Bridle: Magunisho. (I know.)	Eyelashes flap.
SCENE THIRTEEN	
Father: **Diyi dit'aaʔa?** (What's this?)	Cowboy hat flashes on screen.

AUDIO	VISUAL
Jisi: **Diyi tsinaat'iyi ʔat'a.** (This is a hat.)	
Father: **Diyi dit'aaʔa?** (What is this?)	Shirt flashes on screen below hat.
Jisi: **Diyi k'iyiji ʔat'a.** (This is a shirt.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Jeans/pants flash on screen below shirt.
Jisi: **Diyi ʔistła ʔat'a.** (These are jeans.)	
Father: **Diyi dit'aaʔa?** (What are these?)	Cowboy boots flash on screen on pant legs.
Jisi: **Diyi kaasts'agi ʔat'a.** (These are boots.)	
Father: **Diyi dit'aaʔa?** (What's this?)	Jacket/coat flashes on screen on top of shirt.
Jisi: **Diyi k'iyiji ʔat'a.** (This is a jacket.)	
Father: **Dini ʔadanaat'a?** (Who is this?)	All parts are joined through an outline. Butch's head appears.
Jisi: **Diyi Buchi ʔat'a.** (This is Butch.)	

AUDIO	VISUAL
SCENE FOURTEEN	
Glob: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob, with shark–like teetch appears on the screen.
Glob: **Diyi ʔit'oosituwa ʔagunili.** (This tea is delicious.)	He stops at a table with a teapot on it, and drinks some tea.
Glob: **Diyi tazili ʔagunili.** (This soup is delicious.)	He stops at a table with a soup urn on it, and slurps from it.
Glob: **Diyi xants'ishdilshi ʔagunili.** (These potatoes are delicious.)	He stops at a table with a bowl of potatoes on it and gobbles the pototoes up.
Glob: **Sidzanaghazud!** (I'm hungry!)	The Glob is putting on a bib. Raspberry, Dried Meat, and Bannock are watching. He is looking hungrier, chomping his rows of teeth.
Dried Meat: **ʔuwana!** (Let's go!)	Dried Meat whistles to Bannock and Raspberry and motions them to take off. They trip, but Eagle flies over to rescue them. The Food compliment Eagle. Glob looks up from below.
Raspberry: **ʔawaa nit'ogha-chu ʔagulin-aako!** (What big wings you have!)	
Dried Meat: **ʔawaa nit'ogha-chu!** (What beautiful wings you have!)	
Bannock: **ʔawaa nit'ogha ʔagunilin-aako!** (What beautiful feathers you have!)	
SCENE FIFTEEN	
Grandmother: **Tanats'idiniich'ishdi ts'idiya.** (Go to the rodeo.)	Grandmother is giving Ron a cowboy hat.

AUDIO	VISUAL
Ron: **Tanats'idiniich'ishdi-tsi dishahaat'a.** (I'm going to the rodeo.)	Ron is wearing the hat and walking.
Grandmother: **Ts'inidotii ts'idiyaha.** (Go to school.)	Grandmother is giving Ron his school books.
SCENE SIXTEEN	
Grandmother: **ʔisu ʔistłinaʔa.** (I'm Grandmother.)	Grandmother is smiling.
Grandfather: **ʔisagha ʔistłinaʔa.** (I'm Grandfather.)	Grandfather is smiling.
Mother: **ʔinoo ʔistłinaʔa.** (I'm Mother.)	Mother is smiling.
Father: **ʔitoo ʔistłinaʔa.** (I'm Father.)	Father is smiling.
ʔilaana: **ʔilaana ʔistłinaʔa.** (I'm Alana.)	Alana is smiling.
Jisi: **Jisi ʔistłinaʔa.** (I'm Jessie.)	Jessie is smiling.
Ron: **Ron ʔistłinaʔa.** (I'm Ron.)	Ron is smiling.
Ron: **Michadikodi ʔistłinaʔa.** (I'm Beaver.)	Beaver is smiling.
ʔilaana: **Natł'odogha-tsi ʔistłinaʔa.** (I'm Rabbit.)	Rabbit is smiling.

AUDIO	VISUAL
Ron: **Task'oyi ʔistłinaʔa.** (I'm Muskrat.)	Muskrat is smiling.
Ron: **Tłuk'a ʔistłinaʔa.** (I'm Fish.)	Fish is smiling.
Ɂilaana: **Buus ʔistłinaʔa.** (I'm Cat.)	Cat is smiling.
Ron: **Toshkashi ʔistłinaʔa.** (I'm Frog.)	Frog is smiling.
Ɂilaana: **Ni[illegible]gha ʔistłinaʔa.** (I'm Bear.)	Bear is smiling.
Jisi: **Tsiis ʔistłinaʔa.** (I'm Duck.)	Duck is smiling.
Ron: **Misi ʔistłinaʔa.** (I'm Owl.)	Owl is smiling.
Ɂilaana: **Dit'oni-tsi ʔistłinaʔa.** (I'm Eagle.)	Eagle is smiling.
Jisi: **Tłich'a ʔistłinaʔa.** (I'm Dog.)	Dog is smiling.
Jisi: **Sidzanaghazud!** **Sidzanaghazud!** (I'm hungry! I'm hungry!)	Glob is smiling.
Jisi: **Jija ʔistłinaʔa.** (I'm Berry.)	Raspberry is smiling and running across the screen.

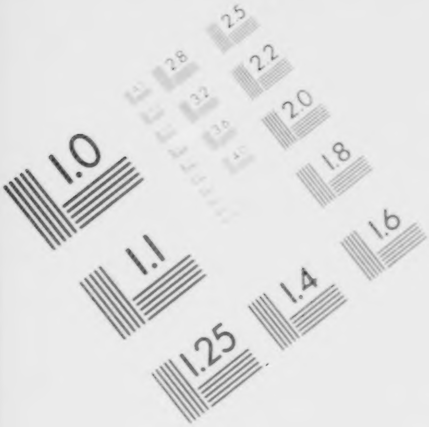
AUDIO	VISUAL
Ron: **Nits'ist'aatii ʔistłinaʔa.** (I'm Bannock.)	Bannock is smiling and running across the screen.
ʔilaana: **Suni ʔistłinaʔa.** (I'm Dried Meat.)	Dried Meat is smiling and running across the screen.
Grandfather: **Buchi ʔistłinaʔa.** (I'm Butch.)	Butch is smiling and wearing sunglasses, holding a glass of lemonade.
SCENE SEVENTEEN **Grandmother, Grandfather, Mother, Father, ʔilaana, Jisi and Ron:** **Nanadaayiitsoni.** (See you again soon.)	A "family" shot including Butch and Beaver, all are waving good-bye.
SCENE EIGHTEEN **Theme Music**	**LOGO**
SCENE NINETEEN **Theme Music**	**Credits**

Name: ______________________ Grade: __________

Unit: __________

Draw Pictures To Match The Words

akadii guut'aa mitoo 25	ʔilo hand
guut'adii ʔakaamitoo 52	ʔik'us neck
ʔida antlers	ʔiwus leg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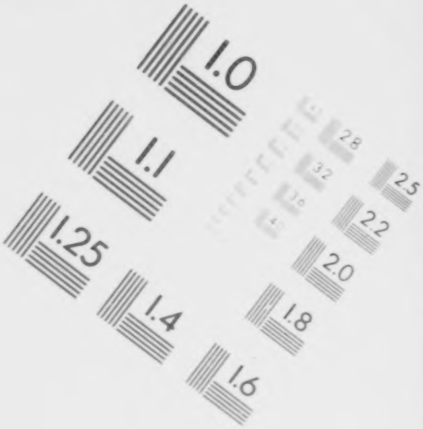
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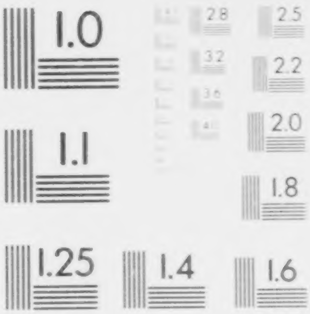
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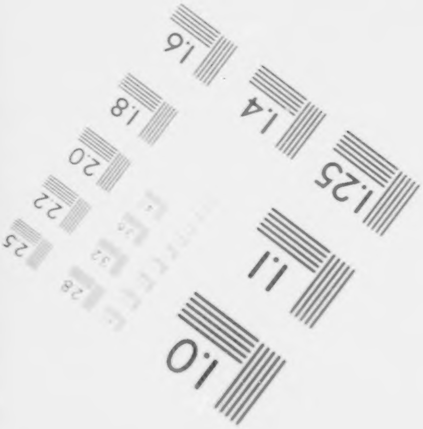
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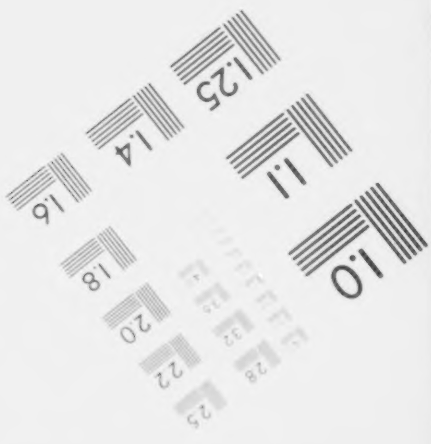
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Name: ____________________ Grade: __________

Unit: __________

Draw Pictures To Match The Words

tłuk'a fish	buus cat
xani-tii buffalo	dit'aa what, which

Name: ______________________ Grade: __________

Unit: __________

Fill In The Missing Letters

1. ʔisu yi**nis**ch'aja ʔat'**a**.

2. Guan**istł**i nan**iyis**ʔi**ni**.

3. ʔuw**a** **tad**istł'**aha**t'a.

4. D**iy**i ʔ**iz**o ʔat'**a**.

5. **Nis**ch'aji mag**unili**ni.

6. Da**nit**'a ʔ**igu** ʔa**t**'**a**.

7. D**iy**i dz**ini**si ʔ**ag**un**iy**ili.

8. **Di**yi ʔa**ma** yik'**a** ʔa**t**'a.

Name: ______________________ Grade: __________

Unit: __________

More Missing Letters

1. **ʔi**l**o**
2. k**u**w**a**
3. **k**’u**sc**hu
4. d**a**tł’**ish**a
5. m**is**ʔit**s**’**in**il**usi**
6. a**k**ad**ii**

Name: ____________________ Grade: __________

Unit: __________

Match The Sentences

Niwu ʔaadis.	Put on your pants.
Nitsagha nanisgas.	Brush your teeth.
Nistła doghanila.	Put on your coat.
Diyi toshkoshi ʔat'a.	Comb your hair.
Nik'iyija doghanila.	This is a frog.

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Nanagusja

Additional
Duplicating
Masters

A Tsuut'ina (Sarcee) Language
Development Program

Sample: Unit Overview Chart

LESSON	Show Video	Daily Routine	Dialogue	Dialogue Explanation	Games	Rhythm Poems	Concrete Poems	Total Physical Response	Cultural Information	Missing Letter Worksheet	Word-Picture Match	Story Model	Evaluation
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													

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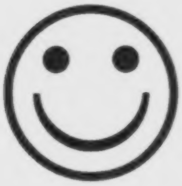
Name: ______________________ Grade: __________

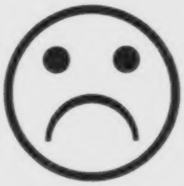
Unit: __________

The Happy Face Sheet

?OO (YES/TRUE)



CHA (NO/FALSE)



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2.

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4.

5.

6.

Name: ______________________ **Grade:** __________

Unit: __________

Self-Evaluation

Nanagusja Technique

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

🙂
I learned a lot.
(I tried hard.)

😐
I learned some.
(I tried sometimes.)

☹
I didn't learn.
(I must try harder.)

Name: ______________________ Grade: __________

Unit: __________

Feed Back for Unit ________

How did you enjoy the following? (Circle One)

Videotape	🙂	😐	🙁
Dialogue Scene	🙂	😐	🙁
Games	🙂	😐	🙁
Total Physical Response	🙂	😐	🙁
Rhythm Poems	🙂	😐	🙁
Written Activities	🙂	😐	🙁
Concrete Poems	🙂	😐	🙁
Cultural Activities	🙂	😐	🙁

Other Comments:

____

____

____

____

Attitudinal Checklist

To evaluate the students' affective development, use this Attitudinal Checklist duplicating master.

Name: ______________________ **Grade:** __________

Unit: __________

	Date	Date	Date	Comments
understand an oral message in a structured situation				
understand a written message in a structured situation				
make him/herself understood orally in a structured situation (up to two to three exchanges)				
make him/herself understood in writing in a structured situation (up to two to three sentences)				
discover and identify Native communities				
understand and use the correct sound system in simple structured oral situations				
understand and use the correct sound/writing system in simple structured written situations				
use the correct word order of the Tsuut'ina language in oral communication				
use the correct word order of the Tsuut'ina language in written communication				
identify the key words in a written passage (e.g. a legend)				
use the discovery approach to uncover meaning of words, instead of translation (cognitive)				
develop a positive attitude towards Native language and culture (socio-affective)				
take risks in trying to speak/write/answer questions (socio-affective)				
volunteer responses in the Tsuut'ina language				
concentrate for increasing lengths of time on language-learning activities (metacognitive)				
assess his/her own language learning strategies (metacognitive)				

Name: ______________________ Grade: __________

Unit: __________

Observation Checklist

A Always B Sometimes N Not usually

Name: ______________________

Participates:

Unit	1	2	3	4	5	6	7	8	9	10
Date										
Dialogue										
Echo Acting										
Rhythm Songs										
Riddles										
Games										
Reading										
Total Physical Response										
Daily Routine										
Cryptic Messages										
Language Experience Chart										
Cultural Activities										

Name: ____________________ Grade: __________

Unit: __________

Observation Checklist

A Always B Sometimes N Not usually

Name: ____________________

Enjoys:

Unit	1	2	3	4	5	6	7	8	9	10
Date										
Dialogue										
Echo Acting										
Rhythm Songs										
Riddles										
Games										
Reading										
Total Physical Response										
Daily Routine										
Cryptic Messages										
Language Experience Chart										
Cultural Activities										